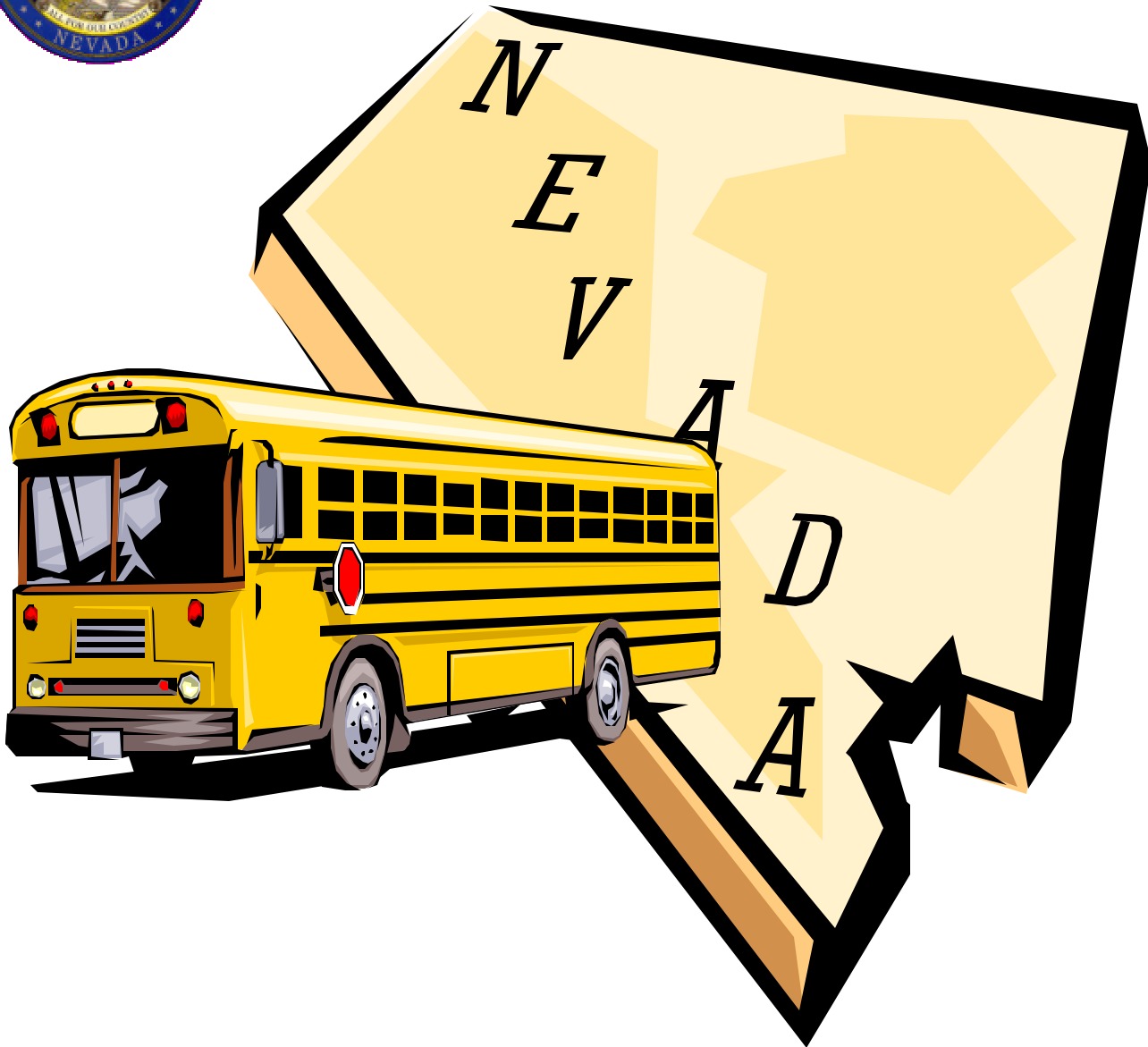




State of Nevada
DEPARTMENT OF EDUCATION



SCHOOL BUS DRIVER TRAINING MANUAL

2001-2002 school year

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ACKNOWLEDGMENTS

The Department of Education would like to take this opportunity to acknowledge and thank Nevada's district transportation personnel for their hard work and dedication to the completion of this manual. The Nevada School Bus Driver Training Manual took many hours of hard work to complete. Without the enthusiastic and expert assistance from these dedicated transportation personnel, this manual could not have been completed:

Cheri Arbuckle, Deborah Childers & Patricia Courtright from Carson City School District

Bill Oar, Pat Marker & Donna Strickland from Churchill County School District

Doug Geller, Elizabeth Martin, Sherrie Morton, & Scooter Waldie from Clark County School District

Brenda Laurie, John Graf, Dan O'Rork & Gail Rasmusson from Douglas County School District

Eddie Stidham, Esmeralda County School District

Butch Melka, Eureka County School District

Ina Martin, Humboldt County School District

Mark Willingham, Lincoln County School District

Steve Clifford, Bonita Stevens & Teresa Rogers from Lyon County School District

Terry Connolly & Ihsan Qureshi, Mineral County School District

Jim Weathers, Nye County School District

Craig Falconer, Jo Jamieson, Margo Medeiros and Kurt Svare from Washoe County School District

This manual was compiled by Diana Hollander, Nevada Department of Education. Originally published in the Summer of 1999. Revised May 19, 2001.

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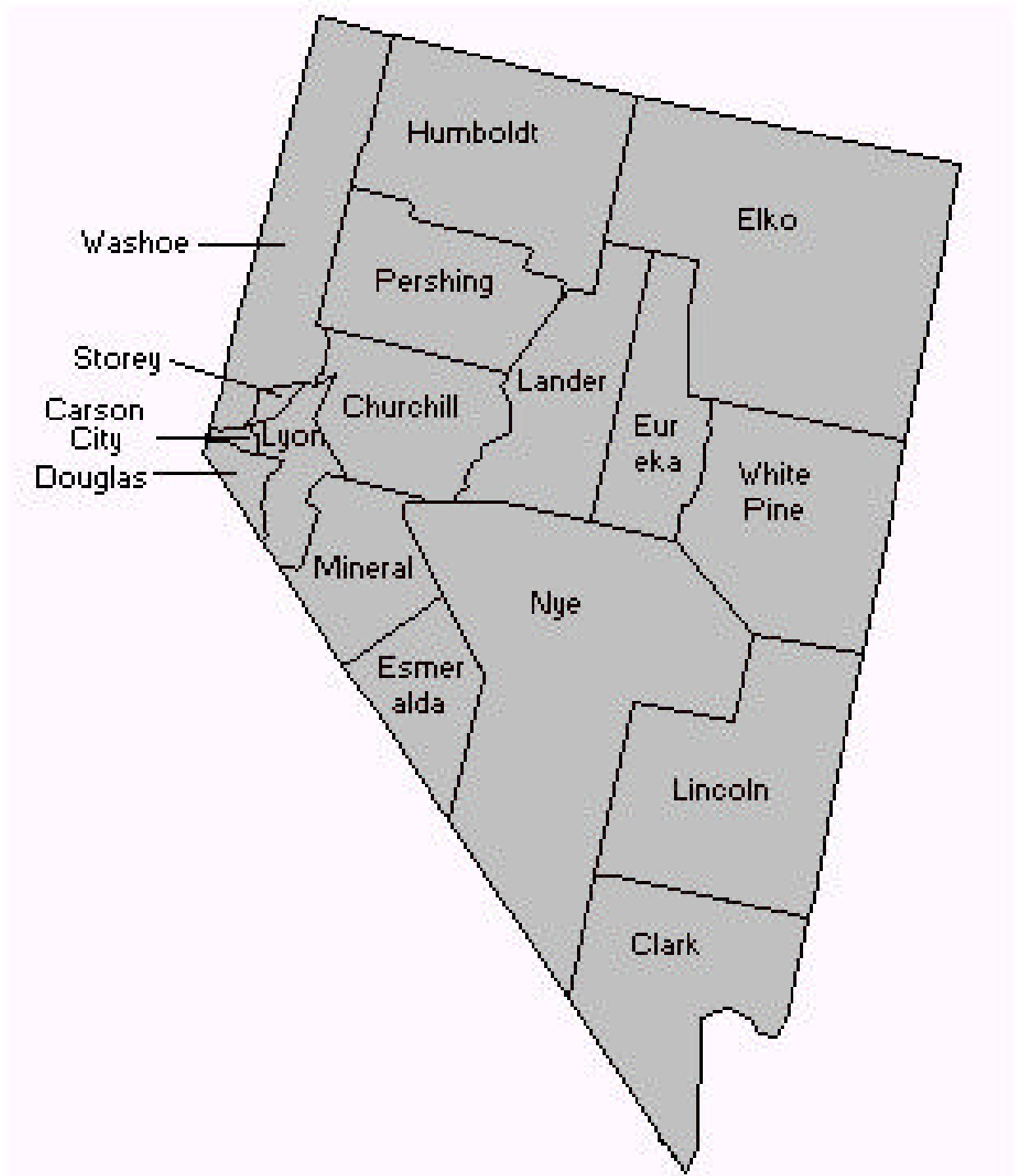
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Counties and Nevada School Districts



INTRODUCTION:

A school bus is the safest form of transportation in this nation today. A child has a less than 0.0005 chance of losing his or her life when riding a school bus. This low number is no accident. The low statistical “chance” a child will lose their life as a passenger on a school bus is the result of federal and state governments, education leaders, industry engineers and people, like yourself, who diligently work together to ensure safety to and from school. Unfortunately, the many safety features required on school buses today were the result of tragedy.

In 1939, representatives from 48 states met in New York City and called for national standards, which would guarantee a safe, ride on any school bus. The problem with these standards was they were not legally binding. In 1966, Congress stepped in and passed two significant pieces of legislation. One was the Highway Safety Act of 1966, which was directed at the development of Highway Safety Programs that states could implement to reduce accidents and resulting injuries and fatalities. The other was the National Traffic and Motor Vehicle Safety Act of 1966, which required the establishment of Federal motor vehicle safety standards to ensure that among other things there were baseline safety requirements for all motor vehicles.

The agency responsible for reviewing, writing and enforcing these standards is the National Highway Traffic Safety Administration (NHTSA), an agency of the U.S. Department of Transportation. Manufacturers of school buses must certify that their buses coming off their assembly lines are in compliance with these standards. Follow-up legislation called the School Bus Safety Amendments of 1974, wherein NHTSA has issued 33 Federal Motor Vehicle Safety Standards (FMVSS). Of special interest to parents are: School bus rollover protection: To ensure the structural integrity of a school bus in the event it is involved in a rollover crash, the manufacturer uses steel trusses in a design called “roof bows.”

1. The standards stipulate that the roof must be able to withstand the pressure of one and a half times its unloaded weight.
2. School bus body joint strength: This ensures that each joint on a school bus (where two pieces of metal are joined together) must be able to endure 60% of the pulling power of the weakest material.
3. School bus passenger seating and crash protection: This standard mandates a seating arrangement and construction called, “compartmentalization.”
4. School bus pedestrian safety devices: This standard requires school buses to be equipped with an automatic stop signal arm on the left side of the bus to help alert motorists that they should stop their vehicles because children are boarding or leaving a stopped school bus.
5. School bus fuel system integrity: This mandates that all school buses built after April 1, 1977 come equipped with a metal cage built around the fuel tank so it will not leak after a direct impact.

COMPARTMENTALIZATION

As a school bus driver you will be asked this question many times, “why don’t school buses have seat belts, especially when they are required by law”? The first thing you need to remember is that no one in the pupil transportation business would intentionally ignore a potential safety hazard. Most of these people in this business are parents too.

At first glance the arguments for seat belts make sense:

1. If seat belts are so important in cars and vans, how can we eliminate them on school buses?
2. We give our children double messages when they have to buckle up in a car but not on a school bus?
3. Seat belts would guarantee safety in a bus rollover.
4. Seat belts would restore order on school buses.
5. Fatalities and injuries would be lowered or eliminated if every child were secured in a seat belt.

These are legitimate questions. After all, we assume that if police are giving tickets to drivers of motorcars for not wearing seat belts, and every parking lot exit posts a sign, “Buckle Up,” the rules should be the same for school buses. In fact, seat belts are required on school buses under 10,000 pounds gross vehicle weight (GVW). These are the smaller buses with a seating capacity, which usually does not exceed 20 occupants.

The main reason seat belts are not required on school buses is that a school bus is not a car. Most automobiles place the passenger’s feet approximately 18 inches off the road surface; while the head is normally within 30 inches of the windshield in the front seat; and there are numerous protrusions on the dashboard. The design of the school bus body places the passenger’s feet approximately 30 inches above the road surface, which protects the occupant from direct side impact crashes.

Children slip into a seat on a school bus, which comprises a passive safety system. This system is called “compartmentalization.” Compartmentalization has proven to be an effective form of school bus passenger restraint. The Federal School Bus Passenger Seating and Crash Protection standard requires strong, well-padded, evenly-spaced, forward-facing, energy-absorbing seating which does not require your child to do anything to be safe. In the event of a crash, the system provides for impact against the energy-absorbing seat in front of the occupant or the padded side panel. In fact, NTSB experts concluded after investigating 43 serious accidents that in most of the accidents, seat belts would not have made any difference in injury outcome, and in some cases, would actually have caused fatalities or increased injury. NTSB reported that school bus occupant deaths and the serious or worse injuries were, for the most part, attributable to the occupant’s seating position being in direct line with the crash forces. It is unlikely that the availability of any type of restraint would have improved their injury outcome.

In addition, there are other dangers with lap belts, especially to smaller children. Lap belts, when used in

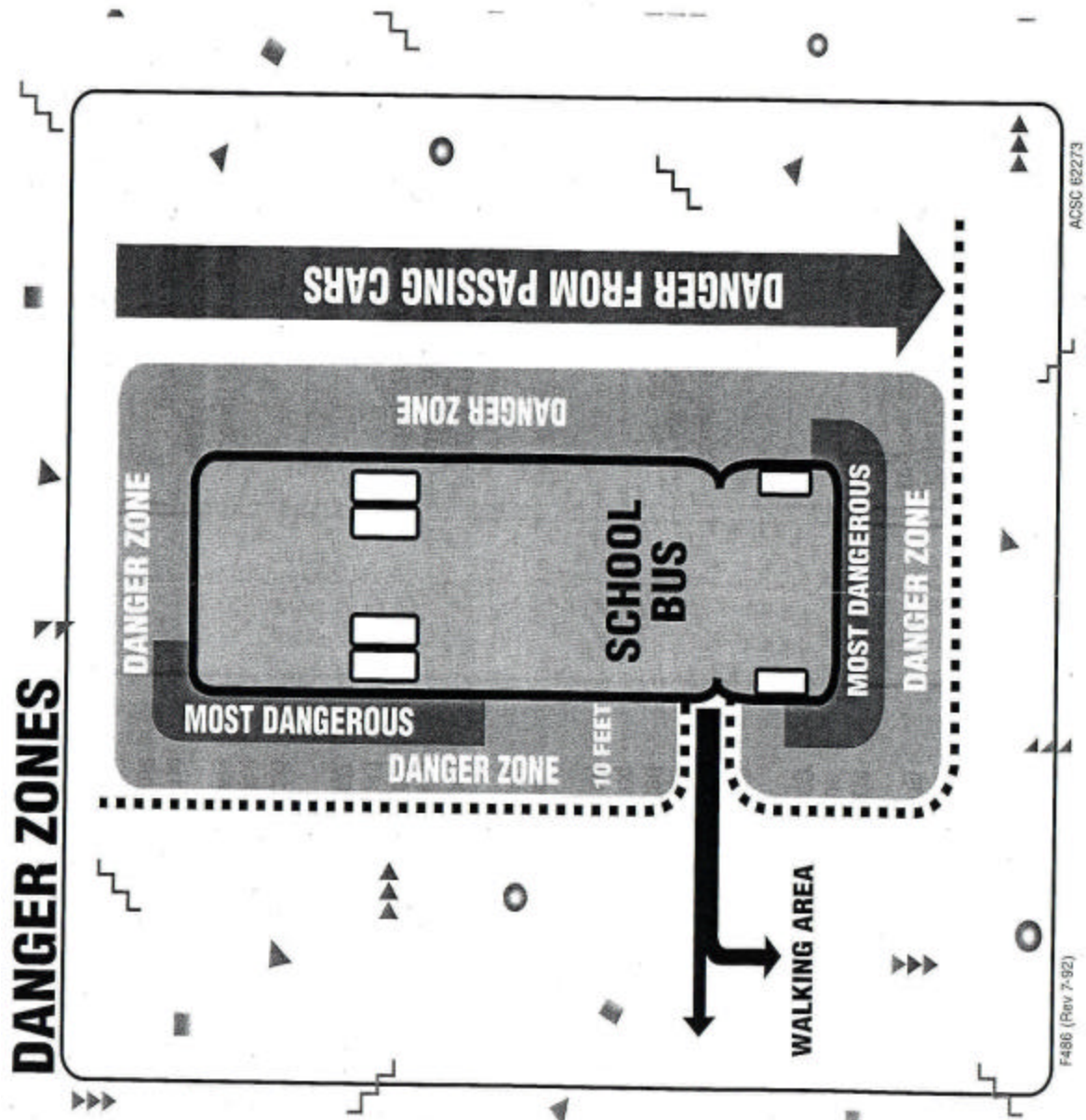
school buses have two serious flaws. First, with younger children (3 to 12 years of age) there is the danger of “submarining” (sliding out of the lap belt when the school bus is involved in a rear-end collision) and sustaining significant internal injuries. The basic reason for this is the physiology of children, who are not yet fully developed. Lap belts were designed to fit over the pelvic area. In a crash, the belt could cause trauma to internal organs. The second flaw was that lap belts often resulted in severe head and neck injuries during a front-end collision.

(Unreported Miracles by Dr. Cal LeMon)

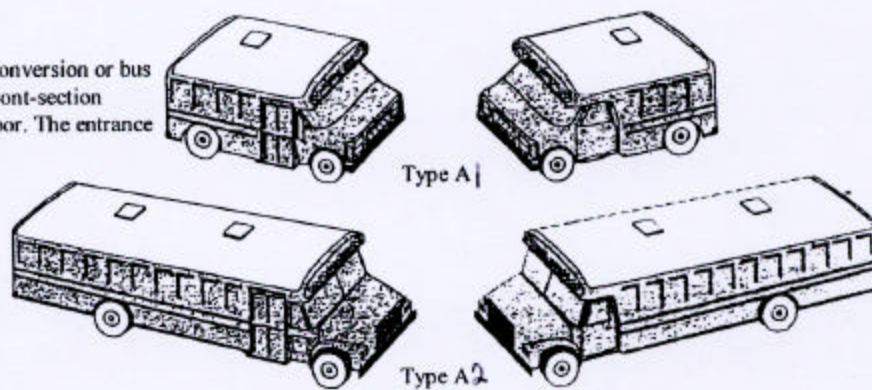
It is important to realize that lap belts only provide restraint around the hips of a seated individual. Lap/shoulder belts, on the other hand, provide restraint around the hips and across the upper torso of the child. The potential safety benefits of these two systems are very different. Lap belts, even when properly positioned and tightened, still allow full upper torso movement, which can result in head contact with surrounding surfaces. Unfortunately, there is little, if any, information on the technological feasibility, operational practicability, and potential positive and negative benefits of lap/shoulder belts in school buses.

What is most important to remember is that the most dangerous area of a school bus is the loading/unloading zone. More children are killed in this area than while riding on the bus. You will provide far more important information to parents and students if you educate them on the dangers outside of the school bus.

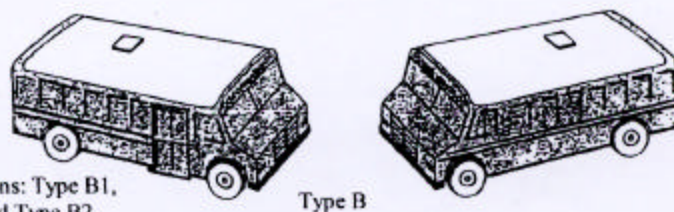
DANGER ZONE



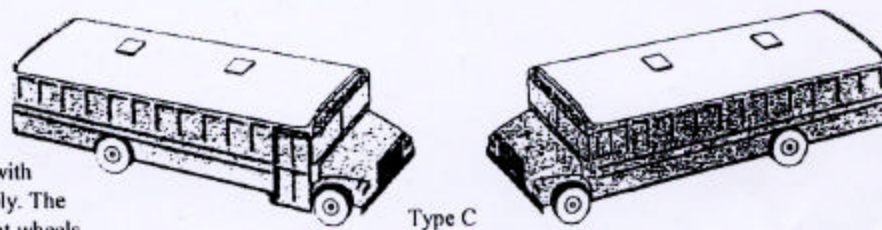
A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. The entrance door is behind the front wheels. This definition includes two classifications: Type A1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 10,000 pounds; and Type A2, with a GVWR greater than 10,000 pounds.



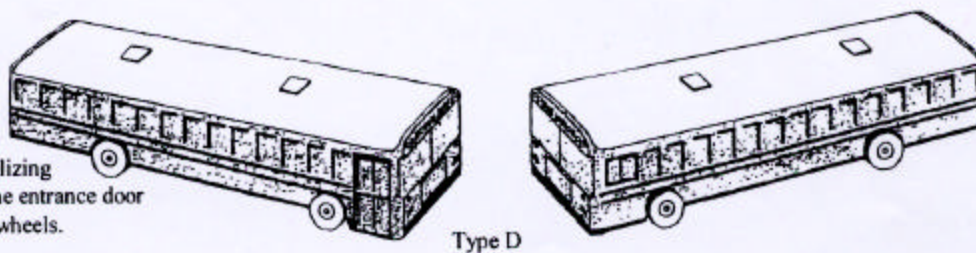
A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B1, with a GVWR less than or equal to 10,000 pounds; and Type B2, with a GVWR greater than 10,000 pounds.



A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels.



A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels.



CHAPTER 1: DRIVER QUALIFICATIONS AND RESPONSIBILITIES

INTRODUCTION

As a school bus driver, you are responsible for the safety and well being of many young lives. This chapter outlines the qualifications and responsibilities for a school bus driver.

DRIVER QUALIFICATIONS

1. You must be at least 21 years of age to be issued a Commercial Drivers License (CDL) to operate a commercial motor vehicle (CMV). Applicants between 18 to 20 years of age may be granted a CDL to operate a CMV. However, this age group will not be granted the privilege to transport passengers for hire or transport hazardous materials requiring placards. (CDL 1.3)

Note: Like anyone applying for a Nevada driver's license you will be asked to provide proof of your identity, your age, and your Social Security number. You will also be given a vision test. (CDL 1.3)

2. You have to be physically examined by a U.S. licensed physician every two years. The doctor will give you a medical report, which must be on a form approved by the Drivers License Division. The medical form has to be submitted with your CDL application. Your doctor will also fill out and sign a medical certificate for you to carry with your CDL. You can be cited by law enforcement if you drive commercially with an out-dated medical certificate, or if you do not have a current one with you. Your medical form must be filed with the Drivers License Division every two years. (CDL 1.3)

When you apply for your CDL you will be asked to:

1. Certify that you do not have a driver's license from more than one state.
 2. Certify that your driver's license is not currently suspended, revoked or canceled in any state, nor subject to any of these.
 3. You must carry your CDL license and medical certification with you while operating the bus.
 4. Surrender your current driver's license.
 5. Provide proof of your Social Security Number.
- (CDL 1-3, 1-4)

You must carry your CDL license and medical certification with you while operating the bus

Before issuing your license, CDL staff will run a nationwide driving record check. (CDL 1.3)

All school bus drivers in the State of Nevada must have a valid Class A or B CDL with any applicable endorsements, issued by the Nevada Motor Vehicle Department which indicate the driver is qualified to operate school buses. Anyone who plans to learn to drive a school bus must possess a CDL Class B permit.

Each school bus driver shall undergo a pre-employment testing for controlled substances. (FMVSS 382.301)

The employer shall establish a program, which provides for the testing of prohibited drugs. (FMVSS 653.31)

1. Each school bus driver shall:
 - a. Be of good, reputable and sober character.
 - b. Be competent and qualified by experience and disposition to operate the particular type of vehicle in a safe and dependable manner.
 - c. He is licensed under the laws of this state to operate the particular type of vehicle.
2. Each driver of a school bus or a bus used to transport pupils for extracurricular activities must complete a training course approved by the state board of education which includes at least 10 hours of training while operating the vehicle, and 10 hours of training in:
 - a. The responsibilities of drivers;
 - b. The requirements for drivers of school vehicles;
 - c. The laws affecting the operation of a school bus or vehicle belonging to a school district;
 - d. Defensive driving;
 - e. Emergency procedures; and
 - f. First aid.
3. Each driver must pass a written test each year approved by the superintendent of public instruction and administered by the local school district.
(NRS 293.380)

DRUG & ALCOHOL TESTING

Federal Motor Carrier Safety Standards require that all drivers submit to any of the following types of testing. Drug & Alcohol testing may be requested by your employer. These types of tests include:

1. Pre-Employment;
2. Random;
3. Post Accident;
4. Reasonable Suspicion;
5. Follow-up;

Any person who holds a CDL shall be deemed to have consented to drug/alcohol testing. (FMVSS 383.72)

All drivers shall be tested for amphetamines, cocaine, marijuana, opiates and phencyclidine.

1. Facts about Amphetamines:

Amphetamines are central nervous system stimulants. They tend to make people “hyper” and “jumpy”. They can be taken either orally or injected. They are often used by drivers to stay awake and counteract the effects of drowsiness. They are especially dangerous to take while driving.

a. Signs and symptoms of Amphetamine use:

- i. Hypersensitivity;
- ii. Exhaustion;
- iii. Dilated Pupils;
- iv. Grinding Teeth;
- v. Numerous Pills;
- vi. Sweating;
- vii. Loss of Appetite;
- viii. Dry Mouth;
- ix. Excessive Talking.

**Refusal to take
drug/alcohol tests is
grounds for termination!**

b. Effects on Driving

- i. More likely to take risks;
- ii. Impaired judgment;
- iii. Over-actions when driving, such as: Over braking, acceleration & steering;
- iv. Delayed reaction time;
- v. Impaired muscle coordination.

2. Facts about cocaine:

Cocaine also stimulates the central nervous system. It gives the user an intense feeling of well-being, or euphoria, known as a “high”. The “high” will last for 10 to 60 minutes.

a. Signs and Symptoms of Cocaine Use:

- i. Mood Swings;
- ii. Weight Loss;
- iii. Restlessness;
- iv. Difficulty sitting or standing in one place;
- v. Depression;
- vi. Nose Bleed;
- vii. Irritable, angry, nervous, argues easily;
- viii. Bad breath;

- ix. Euphoric Feeling;
- x. Running nose and uncontrollable sniffing.

b. Effects on Driving:

- i. Slowed reaction time;
- ii. Slower response to traffic situations;
- iii. Distorted vision and depth perception;
- iv. Slow to make decisions;
- v. Unable to correctly measure time and distance.

3. Facts about Marijuana:

Marijuana is a depressant and mind altering drug. Marijuana does not depress the central nervous system's reaction, it works on the brain. Mind altering means it causes hallucinations. It can be eaten or smoked. Street names for marijuana are "dope", "grass", "joint", "hash", or "hooch".

Drivers of commercial vehicles put themselves and others in danger when they use marijuana and drive. Tests have shown that a drivers reflexes and thought processes are slow under the influence of marijuana. The effects of this drug are longer lasting; in fact it can last up to 24 hours after using marijuana. The body actually stores the drug for days, weeks, and in some cases, months, depending on the frequency of use.

a. Signs and Symptoms of Marijuana Use:

- i. Dilated pupils;
- ii. Giddiness;
- iii. Slowed reflexes;
- iv. Moodiness;
- v. Slowed Thinking;
- vi. Trance-like state;
- vii. Impaired visual tracking;
- viii. Unable to sleep after prolonged use;
- ix. Reduced concentration;
- x. Often drives slower than speed limit;
- xi. Odor of burning rope;
- xii. Short-term memory loss.

b. Signs to look for:

- i. Cigarette rolling paper;
- ii. Roach clip (device to hold joint);
- iii. Hash pipe (very small pipe);
- iv. Dried plant material, either crumbled or pressed together in a small, hard clump.

c. Effects on driving:

- i. Slowed reaction time;
- ii. Slower response to traffic situations;
- iii. Distorted vision and depth perception;
- iv. Slow to make decisions;
- v. Unable to correctly measure time and distance.

4. Facts About Opiates:

Opiates are classified as a narcotic analgesic. They tend to have a sedating effect, also acting as a depressant to the central nervous system. Opiates are more commonly known as morphine, codeine and heroin. Street names for opiates are “junk”, “smack”, “horse”, and “brown sugar”. Opiates are prescribed to relieve pain, but they are also used by the abuser to relax or “escape from the real world”. They can either be taken orally, injected or smoked.

When the drug is injected, the user feels an immediate “rush”, usually followed by a very relaxed and soothing feeling. However, some opiates can cause very unpleasant side effects such as nervousness, nausea and restlessness. If taken in excess, drugs may cause coma or death.

a. Signs and Symptoms of Opiate Use:

- i. Mental confusion;
- ii. Memory Loss;
- iii. Excess talking;
- iv. Cold, moist or bluish skin;
- v. Slurred speech;
- vi. Hostility;
- vii. Euphoria;
- viii. Short attention span;
- ix. Unsteadiness;
- x. Drowsiness;
- xi. Depression;
- xii. Reduced feeling to pain.

b. Effects on Driving:

- i. No concentration when driving, possibly day dreaming;
- ii. Distorted sense of time and distance.

5. Facts about Phencyclidine (PCP)

Phencyclidine commonly called "Angel Dust", is known as a disassociate anesthetic. Users of PCP may experience hallucinations and signs of intoxication. They may not be able to focus their attention or will experience confusion and lack of coordination. Although PCP has immediate short time effects, it is also known for it's long-term effect of causing psychotic behavior often associated

with violent acts. Other street names for PCP include "hog", and "crystal". PCP may be smoked, snorted or injected.

a. Signs and Symptoms of PCP use:

- i. Delusions;
- ii. Increased Blood Pressure;
- iii. Anxiety;
- iv. Panic;
- v. Confusion;
- vi. Flashbacks.

b. Effects on Driving:

- i. More likely to take risks;
- ii. Aggressive actions with a vehicle;
- iii. Impaired coordination.

6. Non-Prescription and Prescription Drugs:

Your employer has the right to require that you inform him/her of any medications you are taking. Just because it's legal to purchase non-prescription medicine over the counter, it doesn't mean they are legal or safe to use while driving. Department of Transportation (DOT) regulations do not permit drivers to take anything that can affect their driving ability. If the warning label on the medicine states clearly: "Product may cause drowsiness: Do not operate heavy equipment or machinery while taking", it is a violation of DOT regulations to take it and drive a commercial motor vehicle.

Check with your doctor about any prescriptions that you need, as they may contain ingredients, which make you drowsy. It's your responsibility to talk to your doctor and your employer about your medicine.

7. Alcohol as it relates to FMCSR 49 CFR, Part 382

When consumed in moderation, for enjoyment, alcohol is classified as a recreational beverage. However, when consumed in large quantities, which produce physical or mood altering effects, it becomes a substance of abuse.

a. Effects on Driving:

- i. Slurred speech;
- ii. Aggressiveness;
- iii. Blackouts;
- iv. Tunnel vision;
- v. Slowed reaction time;
- vi. Impaired judgment;

**Federal Motor Vehicle
Safety Standards require
you to submit to post
accident, random and
reasonable suspicion
alcohol or controlled
substance tests. No
employer shall permit a
driver who refuses to**

- vii. Nausea;
- viii. Hostility;
- ix. Drowsiness;
- x. Coma;
- xi. Increased tolerance levels;
- xii. Distorted sense of time and distance;
- xiii. Memory loss;
- xiv. Unsteadiness;
- xv. Incoherent;
- xvi. Short attention span
- xvii. Blurred or distorted vision

TRAINING AND CERTIFICATION

Each driver of a school bus or a bus used to transport pupils shall complete a training course approved by the State Board of Education. The following are the state requirements to be certified as a school bus driver in the State of Nevada.

1. Be licensed under the laws of this state to operate the particular type of vehicle.
2. Complete a training course approved by the State Board of Education which includes at least 10 hours of training while operating the vehicle, and 10 hours of training in:
 - a. The responsibilities of driver;
 - b. The requirements for drivers of school vehicles;
 - c. The laws affecting the operation of a school bus or vehicle belonging to a school district;
 - d. Defensive driving
 - e. Emergency procedures; and
 - f. First aid.

(NRS 392.380)

Each school district has the authority to develop policies and procedures that exceed the requirements of the State Board of Education.

3. All school bus drivers must pass a written test each year. The test must be approved by the Superintendent of Public Instruction and is administered by the local school districts. (NRS 392.380) Each driver will be limited to three opportunities to achieve a passing score on the test. (NAC 392.410) A minimum score of 75% must be obtained on the written exam.
4. Each school district will provide the Department of Education with a list of new bus drivers who have successfully met the States' initial training requirements, and provide verification thereafter of

passing the yearly exam. The Department of Education will provide certification notices to the school district.

5. Each year a school bus driver will be evaluated on driving/student management by a trainer/supervisor proficient in the overall operations of the school bus.

DRIVER RESPONSIBILITIES

1. Renew your commercial license when required. To renew your CDL you will need to:
 - a. Provide evidence of a current physical examination (long form) dated within the previous two (2) years;
 - b. Pass the Nevada general knowledge test and any other tests required if you have been convicted of 3 or more moving violations within the previous four years. Skills testing may also be required as a result of moving violations; and
 - c. Pay the required renewal fee. (CDL 1.4)

**It is your responsibility to renew your CDL license and the
Department of Transportation Physical.**

2. Drivers shall be familiar with and abide by all rules, policies and procedures affecting pupil transportation.
3. Report to work with a professional attitude, emotionally and physically prepared to transport students.
4. Drivers shall recognize the importance of establishing rapport with parents, their supervisor, and school administrators when working to ensure proper pupil conduct.
5. Drivers shall establish proper rapport with pupils.
6. Drivers shall instruct pupils in proper behavior, consequences of improper behavior, general procedures and evacuation drills.
7. Drivers shall maintain order, safety, and secure the rights of others on the school bus. They shall exercise good judgment and prudence in this pursuit, using appropriate verbal intervention. This includes, but is not limited to, the following:
 - i. Minimizing interior noise;
 - ii. Controlling passenger movement;
 - iii. Requiring an orderly entrance and exit;
 - iv. Eliminating movement or potential movement of objects;
 - v. Requiring silence at railroad crossings;
 - vi. Prohibiting transportation of unauthorized materials.
8. Drivers shall handle minor infractions with school district approved, on-board consequences and discussions.

9. Drivers, in instances of serious or recurring misconduct, shall follow school district policy pertaining to the misconduct and submit written reports on appropriate forms to administrators or other persons designated to deal with discipline problems.
10. Drivers shall be aware that they represent the school system and shall present a positive image in dress, language, and manner while on duty.
11. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a licensed medical practitioner, who has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle. No employer having actual knowledge that a driver has used a controlled substance shall permit the driver to perform or continue to perform as a driver. (FMVSS 382.213)

DRIVER DUTIES

The general duties and responsibilities of a school bus driver are as follows:

1. Refrain from the use of stimulants, sedatives and alcoholic beverages;
2. Responsible for the safe operating condition and cleanliness of the bus;
3. Use the school bus only for the transportation of pupils, following established routes and schedules set by the transportation supervisor;
4. Allow no one else to drive the vehicle without the proper licenses and without special permission from the transportation supervisor;
5. Drivers are responsible for any traffic violations they may receive. If convicted of a traffic violation, you will be responsible for all fines;
6. Report any and all bus accidents or incidents that occur while the bus is moving or still regardless of damage;
7. Make necessary pre-trip and post-trip inspections, and report any needed maintenance indicated by the inspection;
8. Know the laws, rules and regulations of the state, and the policies of the school district and follow them at all times;
9. Assure that all students are able to cross the road safely;
10. Keep accurate school bus inspection logs, and submit all reports when required;
11. Conduct the required emergency evacuation drills twice yearly;
12. Submit to a post-accident alcohol or controlled substances test required under FMVSS 382.303, a random alcohol or controlled substances test required under FMVSS 382.305, a reasonable suspicion alcohol or controlled substance test required under FMVSS 382.311. No employer shall permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions; (FMVSS 382.211)
13. Maintain effective communication and rapport with district staff, students and the public;
14. Do not drop a student off anywhere other than their scheduled drop off point without prior school district approval;

15. Be familiar with assigned routes and designated school bus stops;
16. Maintain a clean bus, this includes all route activity and extra-curricular activities;
17. **Always have a positive attitude.**

**School Bus Drivers are responsible for any
traffic violations they may receive. If
convicted of the violation, you will be
responsible for all fines!**

SO DRIVE SAFELY!

CHAPTER 2: INSPECTIONS

INTRODUCTION

Before driving your bus, you must be sure it is safe.

A thorough and systematic inspection procedure is the essence of a planned preventive maintenance program. Daily inspections of the vehicle will alert the driver to the need for minor repairs and adjustments.

Inspections shall be documented and signed prior to each trip. (NSST 107) Failure to conduct a pre-trip and post-trip inspection shall result in disciplinary action in accordance with federal, state and local school district policy.

No commercial motor vehicle shall be driven unless the driver has verified that the following parts and accessories are in good working order, nor shall any driver fail to use or make use of such parts and accessories:

1. Service brakes;
 2. Parking (hand brake);
 3. Steering mechanism;
 4. Lighting devices and reflectors;
 5. Tires;
 6. Horn;
 7. Windshield wiper or wipers;
 8. Rear-vision mirror or mirrors.
- (FMVSS 392.7)

The school bus driver is the key to an effective daily inspection program. It is the driver's responsibility to make a planned and systematic inspection of the bus before each route and/or trip.

Conscientious drivers continue to check all systems throughout the day, knowing that the condition of the bus can change as the day progresses. They are always alert to any "warning signals" which indicate that the bus is not operating properly. Continued alertness will permit drivers to spot possible trouble and take action before the condition causes damage or contributes to a breakdown or accident.

PRE-TRIP INSPECTION

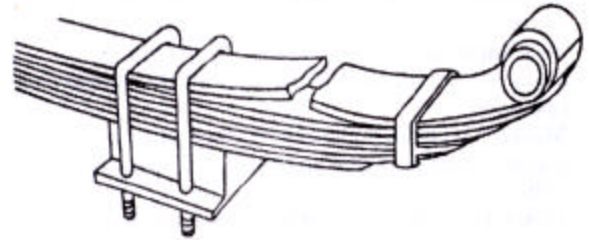
1. Before driving a school bus, you must review the inspection report made by the previous driver. Only if defects reported earlier have been certified as repaired or not needed to be repaired, should you sign the previous driver's report. This is your certification that the defects reported earlier have been fixed. (CDL 4.1)
2. The best way to inspect your school bus is to follow a systematic method. Make sure to be verbal when taking your CDL test. Touch, identify and explain exactly what you are checking.

3. As you approach the bus you should check the overall condition of the bus and for the following defects:

OUTSIDE FRONT OF THE SCHOOL BUS

Front of Vehicle

- ☐ Lights
- ☐ Crossing arm
- ☐ Red and amber flashing warning lights



Safety Defect: Broken Leaf in Leaf Spring

Front Suspension

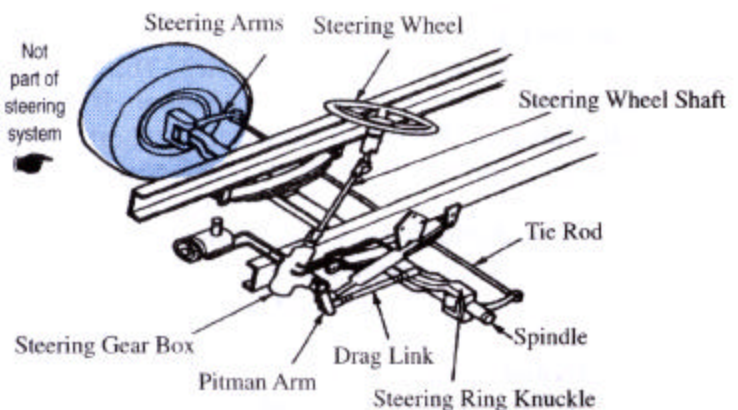
- ☐ Spring/air or air suspension
- ☐ Spring mount
- ☐ Shock absorbers

Front Wheel

- ☐ Rims
- ☐ Hub oil seal
- ☐ Tires (I-C-D with I=Inflation, C=Condition, and D=Tread Depth)
- ☐ Lug nuts

Front Brakes

- ☐ Slack adjusters*
- ☐ Brake chamber*
- ☐ Brake hoses/lines
- ☐ Brake drum/linings



Examples of Steering System Key Parts

Driver/Fuel Area

- ☐ Door, mirror
- ☐ Fuel tank/leaks
- ☐ Battery/box

Under the Vehicle

- ☐ Drive shaft
- ☐ Exhaust system

Know the equipment
for which you are
responsible for!

- ☐ Frame

OUTSIDE REAR OF THE SCHOOL BUS

Rear Wheels

- ☐ Rims
- ☐ Tires (I-C-D with I=Inflation, C=Condition and D=Tread Depth)
- ☐ Axle seals
- ☐ Lug nuts
- ☐ Spacers

Rear Suspension

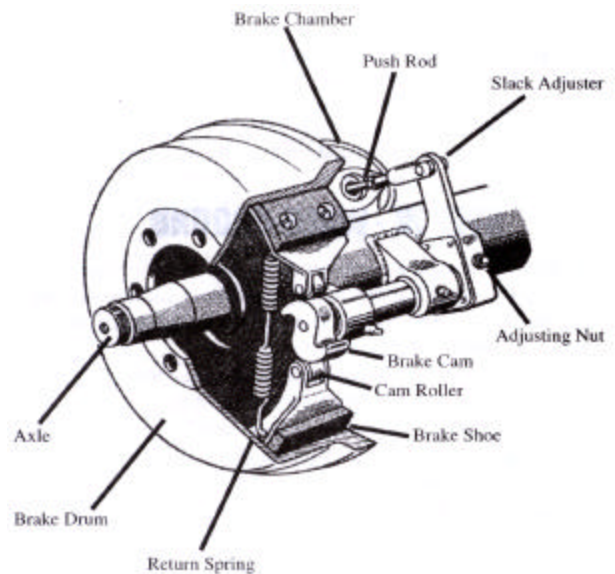
- ☐ Springs/air or air suspension/overload spring
- ☐ Spring mounts
- ☐ Shocks/absorbers
- ☐ ABS systems

Rear Brakes

- ☐ Slack adjusters*
- ☐ Brake chamber*
- ☐ Brake hoses/lines
- ☐ Brake drum/linings

Rear of Vehicle

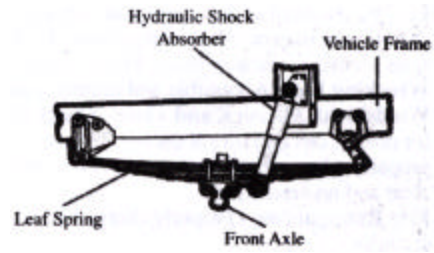
- ☐ Lights/reflectors
- ☐ Doors
- ☐ Splash guards



UNDER THE HOOD

- ☐ Oil level
- ☐ Coolant level
- ☐ Power steering fluid (belt)
- ☐ Steering box/hose
- ☐ Steering linkage

- ☐ Water pump (belt) Alternator (belt)
- ☐ Air compressor * (belt)
- ☐ Leaks/hoses



INSIDE THE VEHICLE

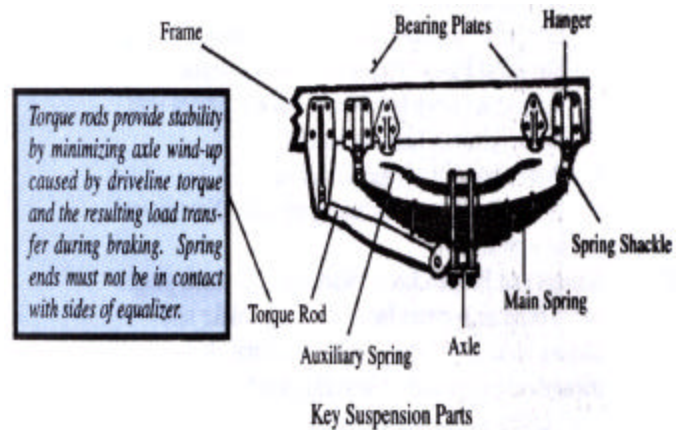
Engine Start

- ☐ Clutch/gearshift/control panel
- ☐ Temperature
- ☐ Oil pressure
- ☐ ammeter/voltmeter
- ☐ ABS brakes
- ☐ Air brake check* (1-2-3 with 1=applied test, 2=emergency warning device and 3=pump down to check for pop out)
- ☐ Glow plug (If Applicable)
- ☐ Accelerator
- ☐ Driver's seat
- ☐ Hydraulic brakes
- ☐ Steering play
- ☐ Parking brake, hydraulic
- ☐ Mirrors, windshield
- ☐ Wipers/washers
- ☐ Lighting indicators (L-R-4-H)
- ☐ Horn (s)
- ☐ Heater/defroster
- ☐ Safety belt/emergency equipment (F-E-T with F=fuses, E=extinguisher and T=triangles)
- ☐ Passenger entry
- ☐ Emergency exits
- ☐ Student lights/stop arm/crossing arm
- ☐ Passenger seats

Note: * only applies to school buses equipped with air brakes.

OUTSIDE LIGHTING SYSTEM AND REFLECTORS

- ☐ **Boarding lights**
- ☐ **Turn signals**
- ☐ **Clip lights/clearance**
- ☐ **Stoparm**
- ☐ **Four way light system**
- ☐ **Headlights**
- ☐ **Taillights**
- ☐ **Backup lights**
- ☐ **Strobe lights**
- ☐ **Brake lights**
- ☐ **Lift Door lights**



SPECIAL NEEDS/INSIDE & OUT

- ☐ **CSRSs**
- ☐ **Oxygen Securements**
- ☐ **Seatbelt/Harness/tie downs**
- ☐ **Strap cutter**
- ☐ **Wheelchair lift**
- ☐ **Wheelchair door**

AIR BRAKES

It is very important that the driver understands the procedures for checking air brakes systems. The driver's failure to perform at least one of the three air brake checks will result in an automatic failure of the vehicle inspection test. A driver must perform all three of the air brake checks correctly in order to receive credit. (CDL examiners 4-8)

1. For safety purposes, in areas where an incline is present, you will use wheel chocks during the air brake check. The proper procedure for inspecting the air brake system is as follows:
 - a. With the engine running, driver builds the air pressure to governor cut-out (100-125 psi). The driver then shuts off the engine, chocks the wheels if necessary, releases the parking brake (push in), and fully applies the foot brake and holds it for one minute. Checks the air gauge after initial drop to see if the air pressure drops no more than three pounds in one minute. (CDL examiners 4-8)

- b. Without re-starting the engine, driver turns the key to the “on” or “battery charge” position. Next, the driver begins fanning off the air pressure by applying and releasing the foot brake. Low air warning devices (buzzer, light, flag) should activate before air pressure drops below 60 psi. (CDL examiners 4-8, 9)
 - c. Driver continues to fan off the air pressure. At approximately 40 psi the parking brake valve should close (pop out). (CDL examiners 4-9)
- Note:** Air brake check procedures vary from vehicle to vehicle and different drivers may have learned different procedures. However, all procedures are designed to see that the correct safety devices operate at the correct times as the air pressure drops from normal to nearly complete loss of air pressure.

GLOSSARY OF TERMS

ACCELERATOR/BRAKE PEDAL

Accelerator pedal. Check that it is connected and functional.

AIR BRAKES

Use compressed air to make the brakes work. Air brakes are a good and safe way of stopping large and heavy vehicles, but the brakes must be well maintained and used properly. (CDL 5-1)

AIR COMPRESSOR (Belt)

Maintains air pressure in air brake system. Identify the belt that drives the air compressor. With the engine off, driver points to, touches, or presses belt to test that it is snug. Note that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Push the belt with hand, and if it deflects more than 1/2 to 3/4 of an inch, slippage may occur and the belt should be tightened.

Note: Compressor may not be belt driven. Note that the compressor drive appears to be functioning, and is not leaking. (CDL examiners 4-9)

AIR LEAKS/LEVEL

Air brake and suspension systems. See that the vehicle is sitting level (front and rear), and if air-equipped, check for audible air leaks from air brake system or suspension system air bags. (CDL examiners 4-9)

ALTERNATOR (BELT)

Drives the alternator. Identify the belt that drives the alternator. With the engine off, point to, touch, or press the belt to see that it is snug. Note that the belt is not frayed, has no visible cracks, loose fibers, or signs of wear. Push the belt with your hand and if it deflects more than 1/2 or 3/4 or an inch, slippage may occur and the belt should be tightened.

Note: Alternator may not be belt driven. Note that the alternator is functioning and mounted securely. (CDL examiners 4-10)

AMMETER/VOLTMETER

Shows if alternator is functioning. Driver checks that the gauge shows that the alternator or generator is charging or the warning light is off. Needle will jump and flutter, then indicate charge. (CDL examiners 4-10)
Voltmeter needs to be within normal operating range.

ANTI-LOCK BRAKE SYSTEMS (ABS)

Prevents brakes from locking up. When starting your engine, you should hear “popping noises”-this is an automatic checking system on each tire. If you don’t hear any popping noises, the ABS could be defective. If the ABS is defective, braking will default back to the regular braking system.

AXLE SEALS

Seals for axle/wheel assembly lubrication. Make sure there are no cracks or distortions in wheel/axle mounting, and there are no signs of leaking lubricants. If the axle has a sight glass, driver checks that oil level is adequate. (CDL examiners 4-10)

BATTERY/BOX

The battery and box or cage that holds the battery in place. Wherever located, see that the battery(ies) are secure, connections are tight, and cell caps are present. Battery connections should not show signs of excessive corrosion. Battery box and cover (or door) must be secure. (CDL examiners 4-10, 11)

BRAKE DRUM/LININGS

Brake shoes and linings that rub on the inside of the drum to slow the vehicle down. Check for cracks, dents, or holes. Also check for loose or missing bolts. Brake linings (where visible) are not worn dangerously thin. Check brake drum and linings for contaminants such as grease, oil, etc. (CDL examiners 4-11)

BRAKES HOSES/LINES

Carries air or hydraulic fluid to wheel brake assembly. Check that the hoses/lines can supply air or hydraulic fluid to brakes. Check for cracked, worn or frayed hoses, and that all couplings are secure and not leaking. (CDL examiners 4-11)

CLUTCH/GEARSHIFT/CONTROL PANEL

Disengages engine from drive train so vehicle won’t move and reduces load on starting motor. Depress clutch before turning on the starter. Keep it depressed until the engine reaches idling speed. On an automatic transmission, place the gear selector in the park or neutral position. On a standard transmission, place gearshift in neutral. Start engine, and then release the clutch slowly. (CDL examiners 4-11)

COOLANT/LEVEL

Cools the engine. Look at sight glass of reservoir, or if the engine is not hot, remove the radiator cap and

look to see the level (see note). Adequate level will show in sight glass or be visible in the radiator when the cap is removed.

Note: If the engine is hot, do not remove the radiator cap. (CDL examiners 4-12)

CROSSING ARM

Extends out in front of the bus off the right side of the bumper to prevent students from crossing directly in front of the bus. Check to make sure that it activates with red loading lights, and retracts back to bumper fully. Driver may not, at any time, tie arm to bus preventing it from extending out. The crossing arm must always be operational or bus is Out-of-Service, except for special needs buses which are used solely to transport special needs students who are manually loaded/unloaded.

DOORS

Driver and passenger entry, exit doors, rear doors and side doors. Check that door(s) are not damaged and that they open and close properly. Check door window for damage and excessive dirt. Hinges should be secure with seals intact. (CDL examiners 4-12)

DOORS, TIES AND LIFTS

Rear and side doors. Wheelchair ties used for loading and unloading students. Check that doors and hinges are not damaged and that they open, close, and latch properly. Check that wheelchair ties are secure. If equipped with a lift, look for leaking, damaged, or missing parts and explain how it should be checked for correct operation. Wheelchair lift must be fully retracted and latched securely. (CDL examiners 4-12, 4-17)

DRIVE SHAFT

Transmits power from the transmission to the drive axle. Shaft not bent or cracked; shaft couplings appear to be secure; U-brackets for safety appear to be secure. (CDL examiners 4-12, 13)

DRIVERS SEAT

Seat where driver sits to drive bus. Must be secured to floor and driver must use seat belt.

EMERGENCY EXIT(S)

Bus doors, roof hatches, or push-out windows used for emergency evacuation. Make sure that all emergency exits are not damaged, operate smoothly, and close securely. Check that all emergency exit-warning devices are working and are properly identified. (CDL examiners 4-13)

EXHAUST SYSTEM

External piping for conducting combustion gases from engine. Driver check the outside visible parts are securely mounted; no cracks, holes, or severe dents. (CDL examiners 4-13)

FRAME

Structural members for supporting vehicle body over the wheels. Driver checks for no cracks or bends in frame members; no loose, cracked, bent, broken or missing cross members. Cracks are most likely to appear midway between points of attachment to vehicle assemblies; for example, near axles or around the engine area. (CDL examiners 4-13) Fuel tank guard, if equipped, is securely mounted.

FUEL TANK

Tank that holds fuel. Check that tank(s) are secure and not leaking, caps are tight, and there are no leaks from tank(s) or lines. Signs of spillage from overfilling a fuel tank are not to be treated as a fuel leak. (CDL examiners 4-13)

GLOW PLUG/INDICATOR LIGHT

The key should be turned to the “on” position and the driver should wait until the glow plug goes out before starting the engine.

HEATER/DEFROSTER

Heats cab or passenger compartment and prevents frost or condensation from forming on windshield. Test that heater and defrosters work on high and low. (CDL examiners 4-14)

HORN

Air and/or electrical horns for warning other drivers or pedestrians. Check that air horn and/or electric horn(s) work. (CDL examiners 4-14)

HUB OIL SEAL

Seals in lubrication for wheel hub. Driver checks to see that wheel hub oil seal is not leaking, and if sight glass is present, that oil level is adequate.

HYDRAULIC BRAKES

To check hydraulic brakes (on buses without air brakes), pump brake pedal 3 times, hold down for 5 seconds. Brake pedal should not move (depress) during this time.

LEAKS/HOSES

Fluid leaks from the engine. Look for puddles or dripping fluids on the ground under the engine or the underside of the engine and transmission. Inspect engine hoses for condition and leaks. (CDL examiners 4-15)

LIGHTING INDICATORS

Dashboard indicator lights for signals, flashers, and headlight high beam. Check that dash indicators for turn

signals, flashers, headlight high beams, and that fog/driving lights illuminate when corresponding lights are turned on. (CDL examiners 4-15)

LIGHTS

Headlights, turn signals, clearance lights, identification lights, brake lights and 4-ways. Driver checks that all lights illuminate and are clean. Headlights function on both high and low beams. Examiner may have driver stay in seat and check all lights at once. (CDL examiners 4-15)

LOADING LIGHTS

Strobe light, alternately flashing amber/red lights and alternately flashing red lights on school buses. Check that strobe lights (if equipped) are operational and not broken. Check that alternately flashing amber/red lights (if equipped) are operational and not broken. (CDL Examiners 4-22)

LUG NUTS

Holds wheel on axle. Driver checks that all lug nuts are present; checks that lugs are not loose (look for rust trails around nuts); no cracks radiating from lug bolt holes, or distortion of the bolt holes. (CDL examiners 4-16)

MIRRORS

Side mirrors and passenger entry/exit mirrors. Check for proper adjustment during in-cab inspection. Check that all internal and external mirrors and mirror brackets are not damaged and are mounted securely with no loose fittings. Check to assure that visibility is not impaired due to dirty mirrors. (CDL examiners 4-16)

OIL LEVEL

Dipstick used to measure the oil level for engine lubrication. Check oil level while engine is off. Be able to indicate where dipstick is located. Check that oil level is above the refill mark, in a safe operating range. (CDL examiners 4-17)

OIL PRESSURE GAUGE

Ensures that engine oil pressure is adequate. Check that the oil pressure is building to normal. The gauge shows increasing or normal oil pressure or warning light goes off. Engine oil temperature gauge (if present) should begin a gradual rise to normal operating range. (CDL examiners 4-17)

PARKING BRAKE/MAXI BRAKE

Keeps vehicle from rolling when parked. Check that the parking brake will hold the vehicle by GENTLY trying to pull forward with the parking brake on. (CDL examiners 4-17)

PASSENGER ENTRY

Bus door used for normal entry or exit. Check that the entry door is not damaged, operates smoothly, and closes securely. Check that handrails are secure and the step light is working, if equipped. Check that

entry steps are clear with the treads not loose or worn excessively.

PASSENGER SEATS

Passenger vehicle seats and frames. Check that there are no broken seat frames and that the seats are firmly attached to floor. (CDL examiners 4-19)

POWER STEERING FLUID/BELT OR GEAR

Hydraulic fluid for assisting steering wheel action to front wheels. Belt that drives power steering unit. With the engine stopped, check the dipstick and see where the fluid level is, relative to the refill mark. Level must be above refill mark. Identify belt that drives power steering unit. With engine off, driver points to, touches, or presses belt to test that it is snug. Note that the belt is not frayed, no visible cracks, loose fibers, or signs of wear. Push belt with hand, and if it deflects more than 1/2 to 3/4 of an inch, slippage is probably excessive. Drivers should know and mention if pump is belt driven or gear driven. (CDL examiners 4-18)

RIMS

Tires are mounted on metal rims or bare metal. Check for damaged or bent rims. Rims should not have welding repairs. Check for rust trails that may indicate rim is loose on wheel. (CDL examiners 4-18)

SAFETY BELT/EMERGENCY EQUIPMENT

Safety belt and required emergency equipment. Check for properly secured, mounted, and adjusted safety belt. Check for three red reflective triangles. Check for a properly charged and rated fire extinguisher. Check for spare electrical fuses (if used). (CDL examiners 4-19)

SHOCK ABSORBERS

Gas or hydraulic device that cushions vehicle ride and stabilizes vehicle. See that shock absorbers are secure and that there are no leaks. (CDL examiners 4-19)

SLACK ADJUSTER

Provides a means for adjusting slack in the brake linkage. Check for broken, loose, or missing parts. The angle between push rod and adjuster arm should be a little over 90 degrees when brakes are released and not less than 90 degrees when brakes are applied. (CDL examiners 4-19) When pulled by hand brake rod should not move more than approximately 1 inch.

SPACERS

Axle collar between dual wheels to keep wheels evenly separated. If equipped, check that spacers are not bent, damaged, or rusted through. Check that spacers are evenly centered, with the dual wheels and tires evenly separated.

Note: If vehicle is not equipped with spacers, driver must mention this and check between the disc (Budd) wheels for even spacing, damage, and foreign objects. (CDL examiners 4-20)

SPLASH GUARDS

Devices used to prevent road materials from being thrown by vehicle tires. If equipped, check that splashguards or mud flaps are not damaged and are mounted securely. (CDL examiners 4-20)

SPRING/AIR/TORQUE

Leaf or coil springs for damping wheel vibration forces created by rolling over the road surface. Steel bar, torque arm assembly, or air bag that acts as a spring in place of leaf or coil springs. Look for missing, shifted, cracked, or broken leaf springs. Look for broken or distorted coil springs. If vehicle is equipped with torsion bars, torque arms, or other types of suspension components, checks that they are not damaged and are mounted securely. Check air ride suspension for damage and leaks. (CDL examiners 4-20)

SPRING MOUNT

All brackets, bolts, and bushings used for attaching the spring and/or air bag to axle and to vehicle frame. Check that spring attachments (brackets, bolts, bushings) are in place. Check for cracked or broken spring hangers. Check for broken, missing, or loose bolts (including U-bolts). Check for missing or damaged bushings. Check for broken, loose, or missing axle mounting parts. (CDL examiners 4-20, 21)

STEERING BOX/HOSES

Container (and hoses) for mechanism that transforms the steering column action into wheel turning action. Check that the steering box is securely mounted and not leaking. Look for any missing nuts, bolts, and cotter pins. Check for power steering fluid leaks or damage to power steering hoses. (CDL examiners 4-21)

STEERING LINKAGE

Transmits steering action from steering box to wheel. Check that connecting links, arms, and rods from the steering box to the wheel are not worn or cracked. Check that joints and socket are not worn or loose. Check for loose or missing nuts, bolts, or cotter pins.

STEERING PLAY

Procedure to check for excessive looseness in the steering linkage. For non-power steering, turn steering wheel back and forth and see that there should not be more than 5-10 degrees of free play (approximately two inches at the rim of a 20-inch steering wheel). For power steering, with engine running, turn steering wheel back and forth and sees that there should not be more than 5-10 degrees of free play (approximately two inches at the rim of a 20-inch steering wheel) (CDL examiners 4-21)

STOP ARM

Stop arm and flashing alternative lights on stop arm when student lights are activated. Check the stop arm to see that it is mounted securely to the frame of the vehicle. Check for loose fittings and damage. Check that the stop arm extends fully when operated. Check that stop arm lights are operational. (CDL examiners 4-21, 22)

TEMPERATURE GAUGE

Measures water temperature in the engine cooling system. Make sure the temperature gauge is working. Temperature should begin to climb to the normal operating range or temperature light should be off. (CDL examiners 4-22)

TIRES

Road wheel tires. The following items must be inspected on every tire: No recaps allowed on front tires.

Tread depth: Check for a minimum tread depth (4/32" or 1/8" on steering axle tires, and 2/32" (1/16" on all other tires).

Tire condition: Check that tread is evenly worn and look for cuts or other damage to tread or sidewalls. Also, make sure that valve caps and stem are not missing, broken, or damaged.

Tire inflation: Check for proper inflation by using a tire gauge or by striking tires with a mallet or other similar device. (CDL examiners 4-22)

WATER PUMP

Belt for driving engine water pump. Identify the belt that drives the water pump. With the engine off, point to, touch, or press the belt to test that it is snug. Note that the belt is not frayed, no visible cracks, loose fibers, or signs of wear. Push the belt with hand, and if it deflects more than 3/4 of an inch, slippage is likely and belt needs tightened. Drivers should know and mention if pump is belt driven or gear driven. (CDL examiners 4-23)

WINDSHIELD

Check the windshield to make sure it is clear and has no illegal stickers, obstructions, or damage to the glass. (CDL examiners 4-23)

WIPERS/WASHERS

Windshield wipers and washers. Check that wiper arms and blades are secure, not damaged, and operate smoothly. If equipped, check for windshield washer fluid and that windshield washers operate correctly. (CDL examiners 4-23)

CHAPTER 3: DRIVING THE BUS

INTRODUCTION

A school bus is much longer, wider and heavier than a car. Driving the bus requires more preparation, thought and care. The procedures described in this chapter are intended to promote the safety and comfort of school bus passengers and to ensure that they arrive at school each day ready to learn.

ON DUTY/DRIVING TIME

On duty time is defined as all the time from the time a driver begins to work or is required to be in readiness to work until the time you are relieved from work and all responsibility for performing work. On duty time shall include:

1. All time at a facility or on any public property, waiting to be dispatched, unless the driver has been relieved from duty.
2. All time inspecting equipment, servicing or conditioning any commercial motor vehicle.
3. All driving time. Defined as all time spent at the driving controls of a commercial motor vehicle in operation.
4. All time, other than driving time, in or upon any commercial motor vehicle.
5. All time needed for loading/unloading, supervising or assisting the loading/unloading of students, and any time waiting in readiness to operate the commercial motor vehicle.
6. All the time used for repairing, obtaining assistance, or remaining in attendance upon a disabled commercial motor vehicle.
7. All the time spent providing a breath sample or urine specimen, including travel time to and from the collection site, in order to comply with the random, post-accident testing.
8. Performing any other work in the capacity of, or in the employ or service of, a common, contracted or private motor carrier. (FMVSS 395.2)

FMVSS regulations require that you include any duties performed for which you were compensated by any non-motor carrier as on-duty time. (FMVSS 395.2.9)

Under Nevada law, a driver shall not operate a school bus for more than 10 hours in a 15-hour period. The time spent operating, inspecting, loading, unloading, repairing and servicing the vehicle and waiting for passengers must be included in determining the 15-hour period. After 10 hours of operating a school bus, the driver must rest for 10 hours before again operating a school bus. (NRS 392.360)

MIRROR USAGE

Driving a school bus is a tremendous responsibility. School bus mirrors act as the driver's eyes for spots that would otherwise be blind. However, you can hang mirrors all over the bus, but unless the driver knows how to use them correctly, and does so diligently, they are useless.

School buses are equipped with the following types of mirrors. It is important to remember that you need to move your body (rock back and forth) and head to see more area within the blind spots:

1. **Overhead Rear View Mirror:** This mirror is mounted directly above the windshield on the driver's side. It is used to monitor passenger activity inside the bus. It may provide limited visibility directly in back of the bus if the bus is equipped with a glass-bottomed rear emergency door. The mirror should be positioned to clearly view as much of the passenger compartment as possible, including seats and aisle.

This mirror limits the driver's visibility directly behind the bus. There is a large blind spot that begins at the rear bumper and can extend 50 to 150 feet behind the bus. You must use the exterior side mirrors to monitor traffic that approaches and enters this area. Students should never be in this area.

2. **Crossover or Crossview Mirrors:** These mirrors are mounted on both the left and right front corners of the bus. They are used to see the area directly in front of the bus that is not visible by direct vision. It provides the driver with a way to see the area directly in front of the bus from the ground level from the front bumper forward and the entire width of the bus.

The mirrors limits are that they present a distorted view that does not accurately reflect size or distance.

Busboy or Cross-View Mirrors



The busboy mirror (cross-over mirror) is great for identifying dangerous objects and situations.

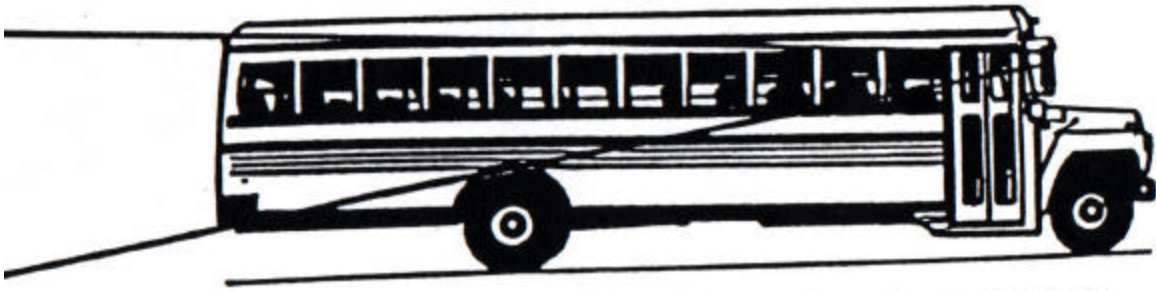
Use these mirrors to view the area in front of the vehicle.

Avoid raising the mirror up too high - you will lose sight of the area immediately in front of the wheels.

3. **Standard (flat) Mirrors:** These mirrors are mounted at the left and right front corner of the bus at the side or front of the windshield. They are used to monitor traffic, clearances and students on the sides and to the rear of the bus. They are to view the area in back of the bus 200 feet and to monitor traffic entering the rear blind spot area in back of the bus.

These mirror's blind spot is immediately below and in front of each mirror. Another blind spot with this mirror is the area directly in back of the rear bumper that extends 50 to 150 feet to the rear of the bus.

FLAT MIRROR



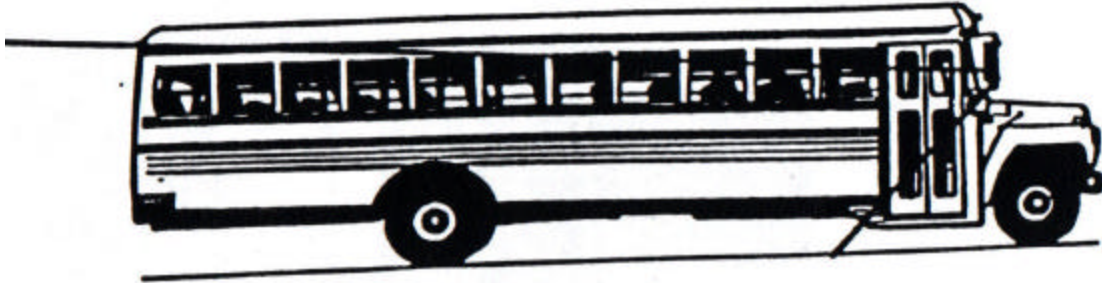
Flat mirrors are the top mirror on the bracket. Flat mirrors give you good depth perception. Using a flat mirror, you are able to judge distance.

When adjusted properly, you will see the red clearance light in the rear and the bumper.

To view the roof or the bottom of the bus using your flat mirror, raise up or down in the drivers' seat.

4. **Convex mirrors:** These mirrors are often mounted on dual brackets with side standard (flat) mirrors. It is used to monitor the left and right sides of the bus at a wide angle. They view the area 12 feet to the side of the bus at a point 32 feet from the front bumper to the rear wheels. It provides a view of traffic, clearances and students at the side of the bus.

Bottom Convex Mirror



When focused on the red clearance light, the bottom convex mirror provides a view up to the area under the first window post.

Use the bottom convex mirror for clearing windows and the midsection of the bus during turns. This mirror is also useful for seeing vehicles traveling along the side of the bus.

The mirrors also present a distorted view that does not accurately reflect size or distance.

1. **Right Turns:** (From moving and stopped positions)

a. Crossview mirror mounted on left side.

- i. Right mirror or mirrors
- ii. Inside flat mirror
- iii. Crossview mirror
- iv. Left mirror or mirrors
- v. Right mirror or mirrors

2. **Left Turns:** (From moving and stopped positions)

a. Crossview mirror mounted on left side.

- i. Left mirror or mirrors
- ii. Crossview mirror
- iii. Inside flat mirror
- iv. Right mirror or mirrors
- v. Left mirror or mirrors

The crossview mirror has been included in these mirror counts because it is important that the front of the bus be checked, especially on a conventional bus when turns are made from a stopped position. You also need to check the crossview mirror when you are loading and unloading students.

Below are some suggestions that will help you develop good mirror use patterns:

1. Before starting out from any kind of stop, be sure to check all mirrors for traffic, pupils, (on and off the bus), pedestrians, and bicycles – anything! Know what's happening around you before you move.
2. Mirrors are essential to use before and during all turns. Check traffic and back swing clearance before turning.

When we look at the yearly school bus accident report, we find many accidents are caused by improper use of mirrors.

As a school bus driver you will find that you will be using mirrors more when you drive this type of vehicle than any other. The easiest way to learn mirror use is to set a pattern so it will become a habit.

FIVE-COUNT MIRROR SYSTEM

The five-count mirror system is an effective method of using mirrors to recognize and avoid problems. When used correctly, this system will result in a reduction of accidents. Remember, the driver must be trained to use mirrors correctly under all conditions.

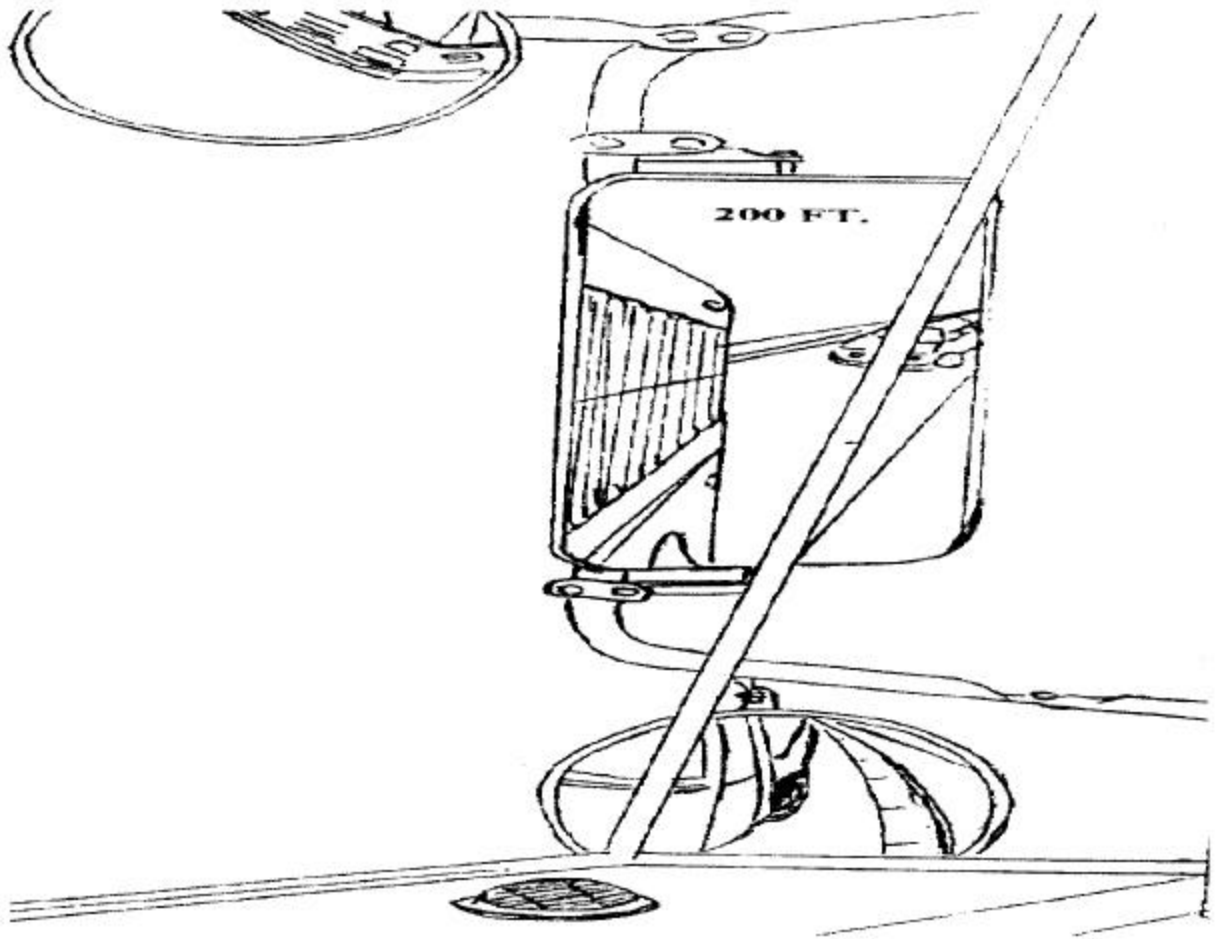
Here's how it works. If you are going to make a move on the freeway (for example, a lane change to the left), on the count of:

1. Look in the left mirror;
2. Look in the over-head inside mirror;
3. Look in the right-hand mirror;
4. Look in the back to the center mirror;
5. Look in the back to the left mirror to see if it is safe to make the lane change.

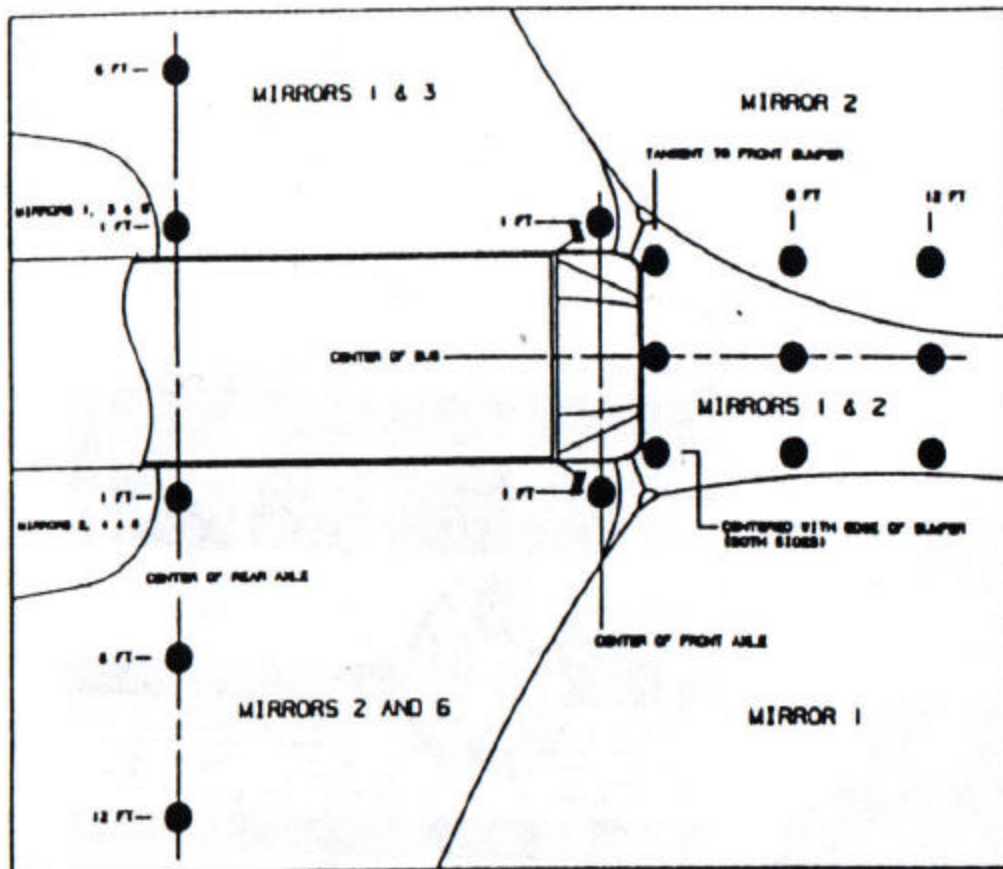
Signal to the left, repeat the same sequence, and upon looking in the left mirror, start your lane change. When the lane change is made, cancel the directional signal lamp and continue down the road.

If you are making a right-hand lane change, start your count with the right mirror, center, left center and back to the right. Always remember on the count of five you are looking into the mirror in the direction you are going to make your move.

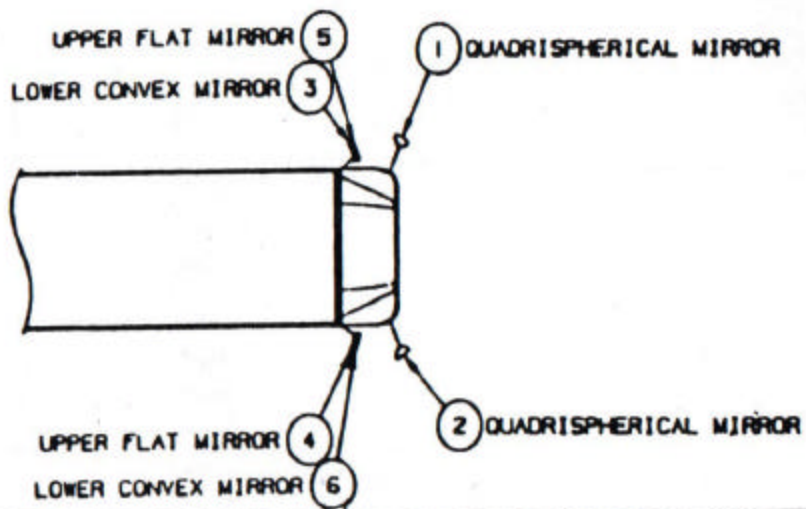
When you are loading or unloading, a five count is used which includes the front cross-view mirrors to view the blind areas around the bus. Any time students are anywhere around the outside of the bus **be sure** to include the cross-view mirror in the system count.



FOR CONVENTIONAL MODELS

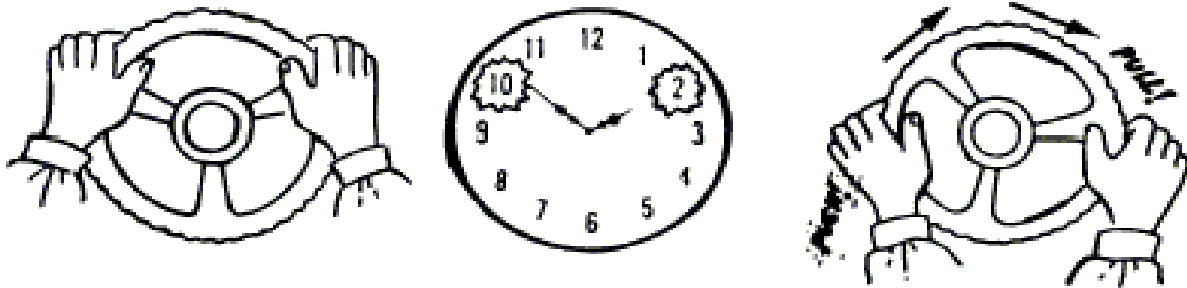


● = 12" DIAMETER TEST CYLINDER



STEERING THE BUS

Steer smoothly, turning the wheel with a “hand-over-hand” or “push-pull” method, always keeping your thumbs on the outside of the wheel. Always keep both hands on the steering wheel at the “ten-o’clock” and “two-o’clock” position or “nine o’clock” and “three o’clock” positions with your thumbs on the outside of the wheel. Driving with both hands on the steering wheel is much safer than driving with only one hand. If you are forced to steer quickly or with a jerking motion, you are traveling too fast for the maneuver.



STOPPING THE BUS

Always use your right foot for normal braking. A school bus is much heavier than other smaller vehicles, and it requires the driver to begin braking earlier in order to stop smoothly. For a smooth stop, “feather” the brake by slightly reducing pressure on the brake pedal at the instance just before the bus stops rolling. The “feathering” action will release a small amount of brake pressure just before the stop is completed, making a smoother stop. Except in an emergency or to prevent a collision, you should never stop suddenly.

SAFE FOLLOWING DISTANCE FOR THE SCHOOL BUS

You must always maintain a safe following distance between the school bus and the vehicle traveling in front of you. This following distance should be long enough for you to be able to safely and smoothly stop the bus under any potential condition. Constant practice to accurately estimate following distance can keep you prepared for most circumstances. The most important rule of maintaining a safe following distance is to keep at least five seconds behind the vehicle in front of you when weather and road conditions are normal and at least 10 seconds behind the vehicle ahead when weather and road conditions are bad.

1. Use 20 feet for all types of passenger cars. For larger vehicles round out the length to the nearest foot. For instance, if your bus is 38 feet long, round it out to 40 feet. If your vehicle is 20 feet long, allow 2 seconds of time between your vehicle and the one in front. If your vehicle is 30 feet long, allow 3 seconds, 40 feet long, 4 seconds, and so on.

2. Next you need a checkpoint over which you will time the passage of your vehicle. You can use a road sign, tar strip in the road, mile marker, lamppost or any fixed object. As the rear of the car ahead passes the checkpoint you selected, start counting one thousand and one, one thousand and two, and one thousand and three. Depending on the vehicle length that is being used for the time interval, you should not pass the checkpoint with the front of your vehicle before you have completed your count.

According to DMV records, unsafe following distance contributes to a large percentage of accidents and school bus driver violations.

If you are driving a school bus, it may fall into the 40-foot category, so you use a 5-second interval for your following distance, 1 second for each 10 feet. As the rear of the car ahead of you passes by your checkpoint, start counting one thousand and one, one thousand and two, one thousand and three, one thousand and four. You should complete the 4-second count before you reach the checkpoint.

If you do not complete the 5-second count, you are following too closely to make a safe stop in an emergency. The time interval of 1-second for each 10 feet of vehicle length is for normal driving conditions.

If conditions deviate from normal, allow more space. Road, weather, and light conditions have a lot to do with safe following distance. As conditions get worse, allowing more stopping distance is good defensive driving. With the time interval technique, just increase your count. For instance, to double your distance, simply count to one thousand and eight instead of one thousand and four. If someone is tailgating you, you can increase your own safety by adding a second or two to your count. That protects you from having to make a sudden stop and getting rammed from the rear. You can make a smoother, longer, more gradual stop with the added time, and that forces the tailgater to do the same.

The term **Space Cushion** refers to the clear area or maneuvering room you should maintain around your vehicle. To maintain a space cushion is to have an escape route in which to take evasive action. When you cannot maintain your space cushion in one direction, we should be aware of it and leave ourselves an out in another direction.

1. Review blind areas, mirror adjustment and mirror usage to monitor traffic.
2. Position your vehicle so that you have the greatest amount of space possible between you and any potential hazards.

STOPPING DISTANCE

There are four components of total stopping distance:

- Perception Distance
- + Reaction Distance
- + Brake Lag Distance (for vehicles with air brakes)
- + Braking Distance
- = Total Stopping Distance

Perception Distance: This is the distance your vehicle travels from the time your eyes see a hazard until your brain recognizes it. The average perception time for an alert driver is 3/4 second. Perception distance varies directly with the vehicle's speed of travel. If the perception time for an alert driver is about 3/4 second, at 55 mph, you will travel 60 feet in 3/4 of a second. (CDL Driver's manual 2-24)

Reaction Distance: This is the distance traveled from the time your brain tells your foot to move from the accelerator until your foot is actually pushing the brake pedal. The average driver has a reaction time of 3/4 second. This accounts for an additional 60 feet traveled at 55 mph. (CDL Driver's Manual 2-24).

Brake Lag Distance: For vehicles with air brakes, there is approximately a 1/8 second delay in brake response time from the moment when you press the brake pedal to the point when the brakes engage. This delay is caused by the amount of time required for the air to flow through the brake lines. During the average 1/8 second brake lag delay, the vehicle moving at 55 miles per hour will travel an additional 32 feet.

Braking Distance: This is the distance it takes to stop your vehicle once the brakes are applied. At 55 mph on dry pavement with good brakes it can take a heavy vehicle about 170 feet to stop. It takes about 4 1/8 seconds. (CDL Driver's Manual 2-24)

Total Stopping Distance: The total stopping distance for a vehicle is the sum of the perception, reaction, brake lag* and braking distances. A heavy vehicle moving at 55 mph takes about six seconds to stop and your vehicle will travel about 290 feet (or about the length of a football field) before it stops. (CDL Driver's Manual 2-24)

- 60 feet perception distance
- 60 feet reaction distance
- 32 feet brake lag distance*
- 170 feet braking distance
- 322 feet total stopping distance

The rule of thumb is:
"The school bus driver NEVER
has the right-of-way!"

Note: * included if vehicle has air brakes

Effect of Speed on Stopping Distance: Moving at a higher speed greatly increases a vehicle's required stopping distance. Whenever you double your speed, it takes about four times as much distance to stop. This also means that your vehicle will have four times the destructive power if it crashes. By slowing down a little, you can gain a lot in reduced braking distance. (CDL Driver's Manual 2-2)

CHANGING LANES

Changing lanes with a school bus requires greater concentration and more careful use of mirrors than changing lanes with a car. To change lanes with a school bus, signal at least 100 feet prior to lane change, thoroughly check mirrors and blind spots, and move smoothly from one lane to another. When you have positioned the bus in the new lane, remember to disengage the turning signal. (FMVSS 392.15)

When making a lane change, you must:

1. Observe traffic to the front and rear;
2. Check mirrors (five-count) to make sure no one is alongside the vehicle;
3. As soon as the driver decides to change lanes, make sure there is enough room;
4. After the driver has signaled, check to make sure no one has moved in to the blind spot by moving your head and body to make sure you've seen all areas;
5. Right after starting the lane change, double check that the path is clear.

APPROACHING THE INTERSECTION

Intersections occur at points where roads and streets join, meet or cross. They can be different sizes and shapes depending on the angle(s) by which the roadways meet. Intersections are the most dangerous places on a roadway; more collisions occur at intersections than at any other place. When approaching, entering and exiting an intersection, look left, then right and then left again. Be prepared to stop each time you approach an intersection.

1. **Right of Way:** There are two types of intersections; regulated and unregulated. Regulated intersections have traffic control devices, such as a signal or sign. Unregulated intersections have no traffic signals or signs. When approaching an unregulated intersection, you are bound by law to reduce speed, check traffic to see that you may proceed and continue to move only when you have right-of-way. If another vehicle is already in or very near the intersection, you must yield right-of-way to that vehicle. When two vehicles arrive at an unregulated intersection at the same time, the vehicle on the left always yields right-of-way to the vehicle on the right. Note that the law only names the vehicle that must yield right-of-way; it never states that any vehicle expressly has the right to proceed. Right-of-way laws are designed to prevent collisions by prescribing which vehicle must move last.

2. **Yield Signs:** Regulated Intersection: Because of the restricted visibility, slow acceleration and length of a school bus, you must use extreme caution as you approach a yield sign. Approach the intersection where you must yield at a speed that is reasonable for the existing conditions, drive slow enough to allow you to stop the bus and yield right-of-way to another vehicle in the intersection or to avoid hazard.
3. **Stop Signs:** Regulated Intersection: You must completely stop at every intersection where there is a stop sign for your lane of traffic. Resume travel only when you can move the bus without interfering with the movement of another vehicle. Before proceeding you should look in all directions at least twice to check for approaching traffic. If the intersection is clear, proceed to move ahead or turn with caution.
4. **Unregulated Intersections:** Upon approaching an unregulated intersection, use extra caution. Be sure to keep and check your school district's policy.
5. **Traffic Signals:** Regulated Intersection: Approach each traffic signal (traffic light) expecting that it could change color at any moment. Always obey the color of the traffic signal:
 - a. **Red light:** Stop completely and wait. Refer to your school district policy regarding turning on a red light.
 - b. **Yellow light:** Prepare to stop for the red light that will follow.
 - c. **Green light:** Check to be sure that approaching traffic is stopped and proceed with caution. Be sure to cover the brake before proceeding.
 - d. **flashing yellow light:** Slowly proceed with caution.
 - e. **Flashing red light:** Stop completely, check for approaching traffic and proceed with caution when it's safe to move. (same as stop sign)
6. **Traffic Officer:** Regulated Intersection: A uniformed traffic officer always has authority above regular traffic signs and signals. You must follow the officer's instructions regardless of the regular traffic devices. When an officer is directing traffic, there is usually a specific problem or hazard. There could be a collision ahead, a malfunctioning traffic signal or a missing sign. Always obey the officer's instructions, even if the regular traffic devices appear to be functioning properly. Be aware of other drivers who might not comply with a traffic officer's directives.
7. **Private Drive:** When leaving a driveway, you must always yield right-of-way to the approaching vehicles on the roadway where you are entering. Check for approaching traffic and proceed with caution when it's safe to move. (same as stop sign)
8. **Crossing Main Highways:** Use extreme caution while crossing or entering a major highway. When moving from a complete stop, a school bus normally requires at least six seconds to cross and clear an average two-lane highway. Multi-lane highways especially when divided, require even

more time. An automobile traveling at 55 miles per hour can move 485 feet in six seconds. Before you move the bus onto a highway, be certain that you have enough time to safely clear the intersection. Always check and recheck for approaching traffic before entering or crossing any road. Look first to the left, where the hazard of approaching traffic is closer.

While operating the bus you must never take unnecessary risks. You should be a courteous driver and remember that the law requires you and all drivers to yield right-of-way to pedestrians and vehicles on narrow bridges, on the roadway, at intersections, and in any hazardous situation. Also remember that bushes, signs and other vehicles can block a driver's view.

TURNING THE BUS

Many accidents result from improper and unsafe turns. Errors such as moving too fast; turning too soon; striking an object on the right or left; turning from the wrong lane and failing to yield right-of-way are common contributors to collisions. Many of these mistakes can be prevented by following safe driving habits such as knowing in advance where you are going and getting into the proper lane well in advance of the turn, thoroughly checking mirrors, turning carefully and using "hand-over-hand" or the "push-pull" steering method. Always be prepared to stop or yield the right of way. Be sure to turn into a lane that is both lawfully available and the one that will benefit you the most down the road.

In addition to these preventative measures, the following standard procedure should be used in making a safe turn.

1. **Get in the proper lane well in advance of the turn!**
 - a. Check traffic (to the front, rear, and sides);
 - b. Check mirrors using 5 count mirror system;
 - c. Engage the turn signal at least 100 feet in advance;
 - d. Slow gradually to 10 mph at least 50 feet before the turn;
 - e. Check traffic (to the front, rear and sides);
 - f. Check mirrors using five-count mirror system;
 - g. Check clearance while turning;
 - h. Center the bus in the lane and check traffic (to the front, rear and sides) using the five-count mirror system.
2. **Right Turns:** There are some basic rules you can use to help prevent right-turn accidents.
 - a. Turn slowly to give yourself and others more time to avoid problems.
 - b. Check mirrors by using 5 count mirror system.
 - c. If you are driving a bus that cannot make the right turn without swinging into another lane, turn wide as you complete the turn. Keep the rear of your vehicle close to the curb, which will stop other drivers from passing you on the right.

- d. Don't turn wide to the left as you start the turn. The following driver may think you are turning left and try to pass you on the right. You may crash into the other vehicle as you complete your turn.
 - e. If you must cross into the oncoming lane to make a turn, watch out for vehicles coming towards you. Give them room to go by or to stop. However, don't back up for them, because you might hit someone behind you.
 - f. If there are two turning lanes, always take the right-hand turn lane. (CDL Driver's Manual 2-30)
3. **Left Turns:** On a left turn, make sure you have reached the center of the intersection before you start the left turn. If you turn too soon, the left side of your vehicle may hit another vehicle because of off tracking.

If there are two turning lanes, always take the right-hand turn lane. Don't start in the inside lane because you may have to swing right to make the turn. Drivers on your left can be more readily seen. (CDL Driver's Manual 2-30)

When turning left, keep your wheels pointed straight ahead until you actually start to turn. On a 2-way road use the lane just to the right of centerline, and complete the turn into the traffic lane closest to you going your intended direction. Do not attempt to change lanes until you can do so safely. (CDL Driver's Handbook 30)

4. **Space Needed to Cross or Enter Traffic:** Be aware of the size and weight of your vehicle when you cross or enter traffic. Here are some important things to keep in mind:
- a. Because of slow acceleration and the space large vehicles require, you may need a much larger gap to enter traffic than you would in a car.
 - b. Acceleration varies with the load. Allow more room if your vehicle is heavily loaded.
 - c. Before you start across a road, make sure you can get all the way across before traffic reaches you.

BACKING UP THE BUS

Never back the school bus unless it is absolutely necessary. Some counties in Nevada do not allow you to back-up a school bus under any circumstances. Check school district policy. If you must back the bus up, remember that there are several things you can do to insure safety. Approaching traffic may not know that you are backing up, so using your yellow or four way flashers (depending on your school district policy), and blowing the horn will help alert them to your maneuver. Since there are blind spots that your mirrors cannot show you, appoint a responsible person to be a monitor at the rear to help you see what is behind the bus. If a monitor is unavailable, you will need to physically get off the bus and check before activating the overhead yellows. Verbally communicate with the monitor before you begin and while backing. Check traffic to the front, rear, and sides both before and throughout the maneuver, using mirrors as needed. Many collisions happen because a driver is backing too fast. Therefore, always

back at a slow, idle speed without using the accelerator and be prepared to stop for problems or improper position. Repositioning the bus may sometimes be necessary. Using these safe-driving practices, the following procedures will help insure safety while backing.

1. Check traffic (front, rear, and sides utilizing mirrors).
2. Engage hazard lights (four-way flashers or overhead yellows).
3. Communicate with monitor.
4. Blow horn.
5. Back slowly, with no acceleration.
6. Continue to check traffic and with monitor.

**Remember, you are ultimately responsible
for backing up the bus!**

TURNING THE BUS AROUND

A safe place for turning around should have at least 500 feet of unobstructed visibility in both directions and plenty of clearance for all sides of the bus. Using an unsafe place for turning around could eventually lead to a collision. Report any unsafe conditions at a turnaround point to the proper school district officials. There are three methods of turning the bus around: forward turn-around, right side-road turn-around, and left side-road turn-around. Each maneuver is described, listed in preferential order for safety.

1. **Forward turn-around:** Because backing the bus is an extremely dangerous procedure, the safest way to turn around is to avoid backing and use a forward turn-around. Select an adequately sized, safe area away from the road, where you can slowly move the bus forward in a wide circle to turn around.
2. **Left side-road turn-around:** Sometimes you might have no choice for turning the bus around except to use a side road on the left. To perform the left side-road turn-around, you should make a standard left turn onto a safe, intersecting side road, and then cautiously back onto the main road to turn the bus around. If you must perform this maneuver, move cautiously: Backing onto a main road can be very dangerous.
3. **Right side-road turn-around:** The second safest method for turning the bus around is to use a side road on the driver's right side. To perform the right side-road turn-around, select a safe, intersecting side road on the right. Drive far enough past the side road to clearly see it behind and to the right of the bus. To turn around, cautiously back the bus onto the side road and then turn into the correct lane of travel.

4. **For safety, remember these important rules for turning the school bus around:**
 - a. Turn around only at places designated by your district transportation department;
 - b. Always keep the bus in the proper lane of travel;
 - c. Observe all the precautions for backing;
 - d. If you must turn the bus around by backing at a passenger stop, make sure all the passengers are on the bus while you are backing. **If you are loading passengers at the turnaround point, load them onto the bus before you back up. If unloading students, you unload them after the turnaround point.**
5. **On a divided highway**, the bus may not be able to make a U-turn from one inside lane to the opposite inside lane. Because divided highways are often heavily traveled, a U-turn at a median crossover point is extremely hazardous.

Note: A Divided Highway is defined as a highway divided into two or more roadways by means of a physical barrier or dividing section, constructed so as to impede the conflict of vehicular traffic traveling in opposite directions. (NRS 484.048)
6. Inform your school district transportation personnel of any turn-around problems you might notice on your route.

SPEED LIMITS FOR SCHOOL BUSES

All school buses shall not exceed the maximum posted speed limit. However, Nevada law requires that a school bus shall not exceed a speed of 55 mph when transporting pupils to and from school or any activity, which is part of a school program. (NRS 484.365) **Check your school district policy on speed limit while driving an unloaded school bus.**

BUS STOPS

Federal reports show that the majority of accidents and some of the most serious school bus collisions occur while passengers are loading and unloading. Always use great care any time students are outside the bus. After unloading passengers, check to be sure they have moved a safe distance from the bus before you proceed ahead. For passengers who must cross to the opposite side of the roadway from the bus stop, check to be sure they have safely cleared the road before you move the bus.

When children who are six years old or younger must cross the road in front of the bus after unloading, there is a great potential for a fatality. Even with the passenger mirrors, small children can be difficult for the driver to see over the hood as they cross in front of the bus. **The crossing arm is designed to force passengers to cross in front of the bus at a distance from the hood where they will be easier for the driver to see. However, always check to make sure no one is in front of the bus by counting**

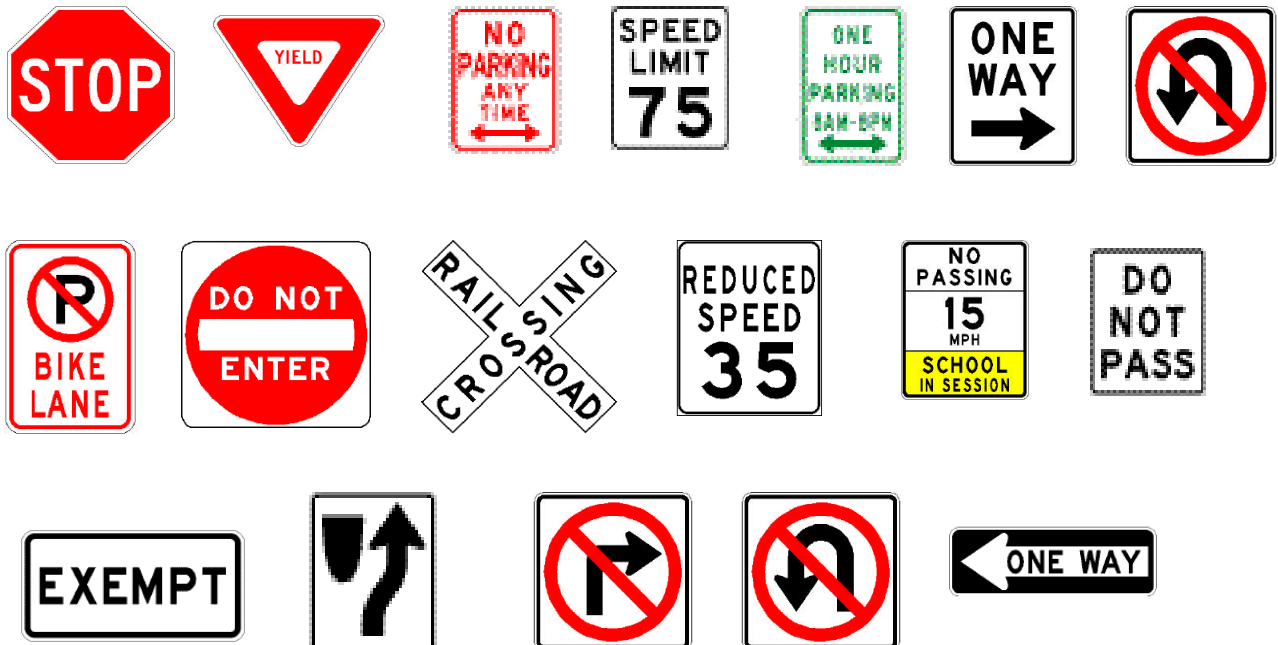
the passengers as they unload and counting them again when they are safely off the roadway on each side. Children living on the left side of the road should be away from the bus and off the roadway on the left. Be especially sure to check the passenger mirrors closely. Frequent use of all mirrors at each passenger stop cannot be overemphasized.

Nevada law requires a mechanical device, attached to the front of the bus which when extended, causes persons to walk around the device. The driver shall operate the device when the bus is stopped to load or unload students. The installation of such a mechanical device is not required for a school bus which is USED SOLELY to transport pupils with special needs who are individually loaded and unloaded in a manner that does not require them to walk in front of the bus. (NRS 392.410)

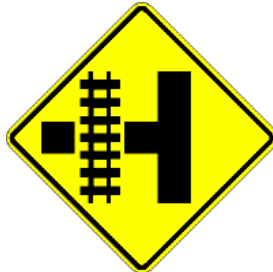
NEVADA ROAD SIGNS

Road signs are the simple language you must know well to drive safely. In recent years, traffic signs throughout the United States have taken on a new look. In many cases symbols and pictorial silhouettes have replaced words. They provide instant communication for those who might have trouble reading or for those who speak another language.

REGULATORY SIGNS



WARNING SIGNS



CHAPTER 4: HAZARDOUS CONDITIONS & DEFENSIVE DRIVING

INTRODUCTION

There are many conditions out there that can make your driving conditions very hazardous. You need to be aware that light, weather, animals, road conditions, traffic conditions, vehicle condition, and driver condition can lead to accidents. It is important that you drive defensively in order to prevent accidents.

LIGHT CONDITIONS

Light problems are the result of too much or too little light. During the daytime there is usually enough light to see well. This is not always true at night. Some areas may have bright streetlights, but many have poor lighting. Less light means you will not be able to see hazards as well as in the daytime. There are many accidents at night involving pedestrians, joggers, bicyclists, and animals. Always remember that if you are having trouble seeing other vehicles, other drivers are probably having trouble seeing you.

1. **Night Driving:** You are at greater risk when you drive at night. Drivers can't see hazards as quickly as in daylight, so they have less time to respond. Drivers caught by surprise are less able to avoid a crash. Some of the problems involved with night driving are:
 - a. **Vision:** Most people can't see as well at night or in dim light. Also, the eyes need time to adjust to dim light.
 - b. **Glare:** Drivers can be blinded for a short time by bright light. It takes time to recover from this blindness. Most people have been temporarily blinded by camera flashes or by the high beams of an oncoming vehicle. It can take several seconds to recover from glare. Even two seconds of glare blindness can be dangerous. A vehicle going 55 mph will travel more than half the distance of a football field during that time. Do not look directly at lights of oncoming vehicles. Look slightly to the right at a right lane or edge marking, if available. If other drivers don't put their low beams on, don't try to "get back at them" by putting your own high beams on. This increases glare for oncoming drivers and increases the chance of a crash. (CDL Drivers' Manual 2-33)
 - c. **Fatigue:** Fatigue and lack of alertness are bigger problems at night. The body's need for sleep is beyond a person's control. Most people are less alert at night. Drivers may not see hazards as soon or react as quickly, so the chance for an accident is much greater in the evening. (CDL Driver's manual 2-33)
 - d. **Avoid blinding others:** Glare from your headlights can cause problems for drivers coming towards you. It can also bother drivers going in the same direction you are when your lights shine in their rearview mirrors.

- e. **Headlights:** At night your headlights will usually be the main source of light for you to see and for others to see you. You can't see nearly as much with your headlights as you can see in the daytime. With low beams you can see ahead about 250 feet and with high beams about 350-500 feet. You must adjust your speed to keep your stopping distance within your sight distance. This means going slow enough to be able to stop within range of your headlights. Otherwise, by the time you see a hazard, you will not have time to stop. Dirty headlights may give only half the light they should. Headlights can be out of adjustment. If they don't point in the right direction, they won't work properly. (CDL Driver's manual 2-32, 33)
- f. **Use high beams when you can:** Some drivers make the mistake of always using low beams. This seriously cuts down on their ability to see ahead. Use high beams when it is safe and legal to do so. Use them when you are not within 500 feet of an approaching vehicle. Don't let the inside of your cab get too bright. This makes it harder to see outside. Keep the interior light off and adjust your instrument lights as low as you can and still be able to read the gauges. (CDL Driver's Manual 2-34)

You need to use your headlights from a half hour after sunset until a half hour before sunrise and anytime when you cannot see 1000 feet ahead. (DMV Driver's Handbook, pg 40) Most Nevada school districts require that you drive with your headlights on at all times. Be sure to check your school district's policy.

ADVERSE WEATHER CONDITIONS

During the course of a school year, you will encounter bad weather conditions such as ice, snow, rain and fog. These conditions affect the bus driver's ability to see and be seen. They also make the road slippery, reducing the driver's ability to start, stop and turn safely. Basic rules to follow in difficult weather conditions are to reduce speed, increase following distance, and use windshield wipers, defrosters and low-beam headlights.

Nevada has a basic speed law that says it is unlawful for any person to drive or operate a vehicle of any kind at:

- a. A rate of speed greater than is reasonable or proper, having due regard for the traffic, surface and width of the highway, the weather and other highway condition
- b. Such a rate of speed as to endanger the life, limb or property of any person.
- c. A rate of speed greater than what is posted. (NRS 484.361)

1. **Slippery surfaces:** It will take longer to stop and it will be harder to turn without skidding when the road is slippery. You must drive slower to be able to stop in the same distance as on a dry road. Sometimes it's hard to know if the road is slippery. Here are some signs of slippery roads:
 - a. **Shaded areas:** Shady parts of the road will remain icy and slippery long after open areas have melted.
 - b. **Bridges:** When the temperature drops, bridges will freeze before the road will. Be especially careful when the temperature is close to 32 degrees F.
 - c. **Melting ice:** Slight melting will make ice wet. Wet ice is much more slippery than ice that is not wet.
 - d. **Black ice:** Black ice is a thin layer that is clear enough that you can see underneath it. It makes the road look wet. Any time the temperature is below freezing and the road looks wet, watch out for black ice.
 - e. **Vehicle icing:** An easy way to check for ice is to open the window and feel the front of the mirror, mirror support, or antenna. If there's ice on these, the road surface is probably starting to ice up.
 - f. **Just after rain begins:** Right after it starts to rain, the water mixes with oil left on the road by vehicles. This makes the road very slippery. If the rain continues, it may wash the oil away.
 - g. **Hydroplaning:** In some weather, water or slush collects on the road. When this happens, your vehicle can hydroplane. It's like water skiing: the tires lose their contact with the road and have little or no traction. You may not be able to steer or brake. You can regain control by releasing the accelerator and pushing in the clutch. This will slow your vehicle and let the wheels turn freely. If the vehicle is hydroplaning, do not use the brakes to slow down. If the drive wheels start to skid, push in the clutch to let them turn freely. It does not take a lot of water to cause hydroplaning. Hydroplaning can occur at speeds as low as 30 mph if there is a lot of water. Hydroplaning is more likely if tire pressure is low or the tread is worn. Be careful driving through puddles. The water is often deep enough to cause hydroplaning. (CDL Drivers Manual 2-25)
2. **Driving defensively on slippery surfaces:**
 - a. **Start gently and slowly:** When first starting, get the feel of the road. Don't hurry. If the drive wheels begin to spin, take your foot off the accelerator.
 - b. **Adjust turning and braking conditions:** Make turns as gently as possible. Don't brake any harder than necessary.
 - c. **Adjust speed to conditions:** Don't pass slower vehicles unless necessary. Go slow and watch far enough ahead to keep a steady speed. Avoid having to slow down and speed up. Take curves at slower speeds and don't brake while in curves. Be aware that as the temperature rises to the point where ice begins to melt, the road becomes even more slippery. Slow down more!
 - d. **Adjust space to conditions:** Don't drive alongside other vehicles. Keep a longer following distance. When you see a traffic jam ahead, slow down or stop to wait for it to clear. Try hard to anticipate stops early and slow down gradually.

- e. **Wet brakes:** When driving in heavy rain or deep standing water, your brakes will get wet. Water in the brakes can cause the brakes to be weak, to apply unevenly, or to grab. This can cause lack of braking power, wheel lockups, pulling to one side or the other. Avoid driving through deep puddles or flowing water if possible. If unavoidable, you should:
 - i. **Slow down:** Place transmission in a low gear.
 - ii. **Gently put on the brakes:** This presses linings against brake drums or discs and keeps mud, silt, sand, and water from getting in.
 - iii. **Increase engine RPM** and cross the water while keeping light pressure on the brakes.
 - iv. When out of the water, **maintain light pressure on the brakes** for a short distance to heat them up and dry them out.
 - v. **Make a test stop when safe to do so:** Check behind to make sure no one is following, then apply the brakes to be sure they work properly. If not, dry out further as described above. (Caution: do not apply too much brake pressure and accelerator at the same time or you can over-heat brake drums and linings).
3. **Driving in cold weather:** Make sure your vehicle is ready before driving in winter weather. You should make a regular pre-trip inspection, paying extra attention to the following items:
- a. **Coolant level and antifreeze amount:** Make sure the cooling system is full and there is enough anti-freeze in the system to protect against freezing.
 - b. **Defrosting and heating equipment:** Make sure the defrosters work. If you use other heaters and expect to need them, check their operation.
 - c. **Wipers and washers:** Make sure the windshield wiper blades are in good condition. Make sure the wiper blades press against the window hard enough to wipe the windshield clean. Make sure the windshield washer works and there is washing fluid contained in the washer reservoir.
 - d. **Tires:** Make sure you have enough tread on your tires.
 - e. **Tire chains:** Carry the right number of chains and extra cross-links. Learn how to put the chains on before you need to do it in snow and ice.
 - f. **Lights and reflectors:** Make sure the lights and reflectors are clean.
 - g. **Windows and mirrors:** Remove any snow or ice from the windshield, windows and mirrors before starting.
 - h. **Handholds and steps:** Remove all ice and snow from handholds and steps to reduce the danger of slipping.
 - i. **Radiator shutters and winter front:** Remove ice from radiator shutters.
 - j. **Exhaust system:** Check the exhaust system for loose parts, sounds and signs of leaks.
- (CDL Driver's Manual 2-34, 35)
4. **Driving in hot weather:** When driving in very hot weather, you need to do your normal pre-trip inspection, but pay special attention to the following items:
- a. **Tires:** Check the tires every two hours or every 100 miles.

- b. **Engine oil:** Make sure there is enough engine oil.
- c. **Engine coolant:** Before starting out, make sure the engine cooling system has enough water and antifreeze according to the engine manufacturer's directions.
- d. **Engine belts:** Learn how to check v-belt tightness on your vehicle.
- e. **Hoses:** Make sure coolant hoses are in good condition.

ROAD CONDITIONS

1. **Running off the pavement:** If you run off the pavement onto the shoulder, do not try to turn back onto the pavement immediately. Release accelerator cautiously, reducing the speed of the bus gradually; check traffic in both directions; and drive back onto the roadway at a safe place.

During an extended rainy period, road shoulders become soft and may cause drivers to lose control and have an accident. The weight of the school bus will cause the wheels to sink into the shoulder, and once stuck, the bus becomes difficult or impossible to steer or control. Bus drivers should not attempt to continue because they can lose control completely and have a serious accident - such as sliding into the ditch and tipping over.

2. **Skid control and recovery:** A skid happens whenever the tires lose their grip on the road. Grip is lost in one of four ways:
 - a. **Over-braking:** Braking too hard and locking up the wheels.
 - b. **Over-steering:** Turning the wheels more sharply than the vehicle can turn.
 - c. **Over-acceleration:** Supplying too much power to the drive wheels, making them spin.
 - d. **Driving too fast:** Most serious skids result from driving too fast for road conditions. Drivers who adjust their driving to conditions don't over-accelerate and don't have to over-brake or over steer from too much speed.
3. **Drive-wheel skids:** By far the most common skid is one in which the rear wheels lose traction through excessive braking or acceleration. Skids caused by acceleration usually happen on ice or snow. They can be easily stopped by taking your foot off the accelerator. Rear wheel braking skids occur when the rear drive wheels lock. Because locked wheels have less traction than rolling wheels, the vehicle will slide sideways in a "spin out". You can do the following to correct a drive-wheel braking skid:
 - a. **Stop braking:** This will let the rear wheels roll again and keep the rear wheels from sliding any farther.
 - b. **Turn quickly:** When a vehicle begins to slide sideways, quickly steer in the direction you want the vehicle to go "down the road". You must turn the wheel quickly.
 - c. **Counter steer:** As a vehicle turns back on course, it has a tendency to keep right on turning. Unless you turn the steering wheel quickly the other way, you may find yourself skidding in the opposite direction.

4. **Front wheel skids:** Most front-wheel skids are caused by driving too fast for conditions. Another cause includes lack of tread on the front tires. In a front wheel skid, the front end tends to go in a straight line regardless of how much you turn the steering wheel. On a very slippery surface, you may not be able to steer around a curve or turn.

When a front-wheel skid occurs, the only way to stop the skid is to let the vehicle slow down. Stop turning and/or braking so hard. Slow down as quickly as possible.

5. **Speed and curves:** Drivers must adjust their speed for curves in the road. If you take a curve too fast, two things can happen. The wheels can lose their traction and continue straight ahead, so you may skid off the road. Or the wheels may keep their traction and the vehicle could roll over. A school bus is top-heavy and easier to turn over than a smaller, lower profile vehicle.

Slow to a safe speed before you enter a curve. Braking in a curve is dangerous because it is easier to lock the wheels and cause a skid. Slow down as needed. Don't ever exceed the posted speed limit for the curve. Accelerate slightly in the curve to help you keep control

6. **Space to the sides:** School buses are eight feet wide and have mirrors that stick out beyond that width. Buses take up an entire lane. Safe drivers will manage what little place they have. You can do this by keeping your bus centered in your lane and avoiding driving next to others.

7. **Traveling next to others:** There are two dangers in traveling next to other vehicles:

- a. Another driver may change lanes suddenly and turn into you.
- b. You may be trapped when you need to change lanes.

Find an open spot where you aren't near other traffic. When traffic is heavy, it may be hard to find an open spot. If you must travel near other vehicles, try to keep as much space as possible between you and them. Also, drop back or pull forward so that you are sure the other driver can see you.

8. **Space overhead:** Hitting overhead objects is a danger. Make sure you always have overhead clearance. Do not assume that the heights posted at bridges and over-passes are correct. Roads may have been resurfaced without adjusting height clearance.

9. **Mountain driving:** In mountain driving, gravity plays a major role. On any upgrade, gravity slows you down. The steeper the grade, the longer the grade, and/or the heavier the load-the more you will have to use lower gears to climb hills or mountains. In coming down, long steep downgrades, gravity causes the speed of your vehicle to increase. You must select an appropriate safe speed, then use a low gear and use proper braking techniques. You should plan ahead and obtain information about any long steep grades along your planned route of travel. If possible, talk to other drivers who are familiar with the grades to find out what speeds are safe.

You must go slowly enough so your brakes can hold you back without getting too hot. If the brakes become too hot, they may start to “fade”. This means you have to apply them harder and harder to get the same stopping power. (CDL Driver’s Manual 2-39)

10. **Use of gears going downhill:** No matter what the size of your vehicle, going down long, steep grades can cause your brakes to fail if you go too fast. Using lower gears will stop you from going too fast. Lower gears allow engine compression and friction to help slow the vehicle. This is true whether you have an automatic transmission or a manual transmission.
11. **Be in the right gear before starting down the hill:** Shift the transmission to a low gear before starting down the grade. With older vehicles, a rule for choosing gears was to use the same gear going down a hill that you would need to climb the hill. However, new vehicles have low friction parts and streamlined shapes for fuel economy. They may also have more powerful engines. This means they can go up hills in high gears and have less friction and air drag to hold them back going down hills. For that reason, drivers of modern vehicles may have to use lower gears going down a hill than would be required to go up the hill. Find out what is right for your bus. (CDL Driver’s manual 2-40)
12. **Proper braking technique:** Remember that the use of brakes on a long and/or steep downgrade is only a supplement to the braking effect of the engine. Remember to periodically check air pressure gauges. Once the vehicle is in the proper low gear, the following is a proper braking technique:
 - a. Apply the brakes just hard enough to feel a definite slowdown.
 - b. When your speed has been reduced to approximately five mph below your “safe speed”, release the brakes. (This brake action should last for about three seconds).
 - c. When your speed has increased to your “safe” speed, repeat steps a & b. For example, if your “safe” speed is 40 mph, you would not apply the brakes until your speed reaches 40 mph. You now apply the brakes hard enough to gradually reduce your speed to 35 mph and then release the brake. Repeat this as often as necessary until you have reached the end of the downgrade.

Escape ramps have been built on many steep mountain downgrades. Escape ramps are made to stop runaway vehicles safely without injuring drivers and passengers. Escape ramps use a long bed of loose soft material to slow a runaway vehicle, sometimes in combination with an upgrade. Know the location of escape ramps. (CDL Driver’s Manual 2-40,41)
13. **Intermittent Braking (snubbing):** This method is safer than light, continued braking. Letting up on the brakes from time to time will allow them to cool enough so they don’t become overheated. Tests have proven this to be true. Light, continued pressure causes hot spotting and in general makes the brakes run hotter, leading to increased probability of brake fade. Light, continued pressure also causes the brakes to wear faster, which is both a safety problem and a maintenance

problem. Therefore, select the right gear, go slow enough, and use forceful, intermittent braking (snubbing).

TRAFFIC CONDITIONS

The school bus interferes with traffic because of its size, slow speed, and frequent stops in the roadway. Every care should be taken to route and dispatch buses so that as little disruption as possible is caused. The less traffic tied up behind the bus, the fewer drivers there will be to get irritated, careless, and dangerous to you and your passengers. Once again, reduce speed and increase following distance when in heavy traffic.

1. **Emergency Vehicles:** Police cars, ambulances and fire trucks are considered emergency vehicles when they sound a siren and lights. At the approach of an emergency vehicle from front or rear, slow down, move to the right, and stop if necessary. Proceed only after the emergency vehicle has passed or until you are told to proceed by a police officer. If you are at a passenger stop when an emergency vehicle approaches, do not panic. If your passengers are still in the roadway or along the side, get them into the bus or well off the road in the afternoon before you pull in the stop sign. If you are approaching the passenger stop and can let the emergency vehicle pass without endangering the safety of your passengers, then let it pass.
2. **First on the scene of an accident involving other vehicle:** If you are the first on the scene of an accident involving other vehicles, your first action should be to park the bus in a safe place, keep the students on the bus, and follow appropriate emergency procedures. As soon as help arrives at the accident scene, continue your route. Be aware of Nevada's Good Samaritan Law and check your local school district policy!

Any person in this state, who renders emergency, gratuitously and in good faith, is not liable for any civil damages as a result of any act or omission, not amounting to gross negligence, by him/her in rendering emergency care or assistance, or as a result of any act or failure to act, not amounting to gross negligence, to provide or arrange for further medical treatment for the injured person. (NRS 41.500)

3. **Hazardous road conditions:** A hazard is any road condition or other road user (driver, bicyclist, pedestrian) that is a possible danger. There are often clues that will help you see hazards. The

more you drive, the better you can get at seeing hazards. You should learn to be aware of the following hazards:

- a. **Work zones:** When people are working on the road, it is a hazard. There may be narrower lanes, sharp turns, or uneven surfaces. Other drivers are often distracted and drive unsafely. Workers and construction vehicles may get in the way. Drive slowly and carefully near work zones. Use your four-way flashers or brake lights to warn drivers behind you.
- b. **Drop off:** Sometimes the pavement drops off sharply near the edge of the road. Driving too near the edge can tilt your vehicle toward the side of the road. This can cause the top of your vehicle to hit roadside objects (signs, tree limbs). Also, it can be hard to steer as you cross the drop off, going off the road, or coming back on.
- c. **Foreign objects:** Things that have fallen on the road can be hazardous. They can be a danger to your tires and wheel rims. They can damage electrical and brake lines. They can be caught between dual tires and cause severe damage. For example, cardboard boxes may be empty, but they may also contain some solid or heavy material capable of causing damage. The same is true of paper and cloth sacks. It is important to remain alert for objects of all sorts, so you can see them early enough to avoid them without making sudden, unsafe moves.
- d. **Off/On ramps:** Freeways and turnpike exits can be particularly dangerous for commercial vehicles. Off/on ramps often have speed limit signs posted. Remember, these speeds may be safe for automobiles, but may not be safe for larger or heavily loaded vehicles. Exits, which go downhill and turn at the same time can be especially dangerous. The downgrade makes it difficult to reduce speed. Braking and turning at the same time can be a dangerous practice. Make sure you are going slow enough before you get on the curved part of an off/on ramp. (CDL Driver's Manual 2-41, 42)

4. **Hazardous drivers**

In order to protect yourself and others, you must know when other drivers may do something hazardous. Some clues to this type of hazard are discussed below:

**It is important to anticipate driving hazards
as a tool in preventing accidents!**

- a. **Blocked vision:** People who can't see others are a very dangerous hazard. Be alert for drivers whose vision is blocked. Vans, loaded station wagons, and cars with the rear window blocked are examples. Rental trucks should be watched carefully. Their drivers are often not used to the limited vision they have to the sides and rear of the truck. In winter, vehicles with frosted, ice covered, or snow covered windows are hazards.

Vehicles may be partly hidden by blind intersections or alleys. If you only can see the rear or front end of a vehicle but not the driver, then he or she can't see you. Be alert because he/she

- may back out or enter into your lane. Always be prepared to stop or yield right of way.
- b. **Delivery trucks:** Delivery trucks can present a hazard. Packages, or vehicle doors often block the driver's vision. Drivers of step vans, postal vehicles, and local delivery vehicles often are in a hurry and may suddenly step out of their vehicle or drive their vehicle into the traffic lane.
 - c. **Parked vehicles:** Parked vehicles can be hazards, when the people start to get out. Or, they may suddenly start up and drive into your way. Watch for movement inside the vehicle or movement of the vehicle itself that shows people are inside. Watch for brake lights or backup lights, exhaust, and other clues that a driver is about to move.
 - d. **Stopped buses:** Be careful of a stopped bus. Passengers may cross in front of or behind the bus, and they often can't see you.
 - e. **Pedestrians and bicyclists:** Pedestrians, bicyclists, walkers and joggers may be on the road with their backs to the traffic, so they can't see you. Sometimes, they wear portable stereos with headsets, so they can't hear you either. This can be dangerous. On rainy days, pedestrians may not see you because of hats or umbrellas. They may be hurrying to get out of the rain and may not pay attention to the traffic.
 - f. **Distractions:** People who are distracted are hazards. Watch for where they are looking. If they are looking elsewhere, they can't see you. But be alert even when they are looking at you. They may believe that they have the right of way. Look for people on cellular phones, people reading, putting on make-up and cars with children in them. They all can be distracted and become a hazard.
 - g. **Children:** Children tend to act quickly without checking traffic. Children playing with one another may not look for traffic and are a serious hazard.
 - h. **Talkers:** Drivers or pedestrians talking to one another may not be paying close attention to the traffic.
 - i. **Workers:** People working on or near the roadway can be a hazard. The work creates a distraction for other drivers and the workers themselves may not see you.
 - j. **Ice cream trucks:** Someone selling ice cream can be a hazard. Children may be nearby and may not see you.
 - k. **Disabled vehicle:** Drivers changing a tire or fixing an engine often do not pay attention to the danger that roadway traffic is to them. They are often careless. Jacked up wheels or raised hoods are keys to these hazards.
 - l. **Accidents:** Accidents are particularly hazardous. People involved in the accident may not look for traffic. Passing drivers tend to look at the accident. People often run across the road without looking. Vehicles may slow or suddenly stop.
 - m. **Shoppers:** People in and around shopping areas are often not watching traffic because they are looking for stores or looking into store windows.
 - n. **Confused drivers:** Confused drivers often change direction suddenly or stop without warning. Confusion is common near freeway or turnpike interchanges and major intersections. Tourists unfamiliar with the area can be very hazardous. Clues to tourists include car-top luggage and out-of-state license plates. Confused drivers will hesitate, drive slowly, use their brakes often

or stop in the middle of the intersection. You may also see drivers who are looking at street signs, maps, and house numbers. These drivers may not be paying attention to you.

- o. **Drivers in a hurry:** Drivers may feel your commercial vehicle is preventing them from getting where they want to go on time. Such drivers may pass you without a safe gap in the oncoming traffic, cutting too close in front of you. Drivers entering the road may pull in front of you in order to avoid being stuck behind you, causing you to brake.
- p. **Impaired drivers:** Drivers, who are sleepy, have had too much to drink, on drugs, or who are ill are hazards. Some clues to impaired drivers are weaving across the road, leaving the road, stopping at the wrong time, windows open in cold weather, and speeds up or slows down suddenly.

(CDL Driver's Manual 2-43, 44)

The fact that the speed of a vehicle is lower than the prescribed limits does not relieve a driver from the duty to decrease speed when approaching and crossing an intersection, when approaching and going around a curve, when approaching a hill crest, when traveling upon any narrow or winding highway, or when special hazards exist or may exist with respect to pedestrians or other traffic, or by reason of weather or other highway conditions. Speed shall be decreased as may be necessary to avoid colliding with any person, vehicle or other conveyance on or entering a highway in compliance with legal requirements and the duty of all persons to use due care. (NRS 484.363)

STEERING TO AVOID A CRASH

Stopping is not always the safest thing to do in an emergency. When you don't have enough room to stop, you may have to steer away from what's ahead. Remember, in many cases you can turn to miss an obstacle more quickly than you can stop. However, top-heavy vehicles such as school buses may turn over.

**If you have to steer to avoid an
accident, don't brake!**

1. **Keep both hands on the steering wheel:** To turn quickly you must have a firm grip on the steering wheel with both hands. The best way to have both hands on the wheel in the event of an emergency is to keep them there all the time.
2. **Where to steer:** If an oncoming driver has drifted into your lane, moving to the right is best. If that driver realizes what has happened, the natural response will be to return to his or her own lane. If something is blocking your path, the best direction to steer will depend on the situation.
3. **Leaving the road:** In some emergencies, you may have to drive off the road. It may be less risky than facing collision with another vehicle. Most shoulders are strong enough to support the weight

of a large vehicle and, therefore, may offer an available escape route. Here are some guidelines to follow if you do leave the road.

- a. **Avoid braking:** If possible, avoid using the brakes until your speed has dropped to about 20 mph. Then brake very gently to avoid skidding on a loose surface.
- b. **Keep one set of wheels on the pavement if possible:** This will help maintain control.
- c. **Stay on the shoulder:** If the shoulder is clear, stay on it until your vehicle has come to a stop. Then hold the wheel tightly and reduce speed. Return to the road once you have control of the bus. When both front tires are on the paved surface, counter steer immediately. The two turns should be made as a single “steer-counter steer” move.

PASSING

School buses are unusually slow; school bus drivers should avoid passing other vehicles as much as possible. If a driver must pass a vehicle, he should use extreme caution. A driver usually will gain very little or nothing at all by passing, because any vehicle moving more slowly than a school bus is not likely to go very far before turning off. The driver of a school bus should never pass another school bus unless it is parked. At a multi-lane highway intersection where traffic lanes are designated for left and/or right turns, a bus may pass another bus that is waiting to make such a turn. The school bus driver is much more likely to have trouble with other vehicles passing him. The driver should maintain a regular check of traffic and signal intentions early.

RAILROAD CROSSINGS

Collisions that occur on railroad tracks are often fatal, and preventable. Every 90 minutes a vehicle and train collide in the United States. A motorist is 30 times more likely to die in a crash involving a train than in a collision involving another motor vehicle, and over 50 percent of crashes at public grade crossings occur where active warning devices (gates, lights, bells) exist. (Operation Lifesaver 3)

**All school buses must stop at all
railroad crossings!**

The driver of a commercial vehicle shall not cross a railroad track or tracks unless he/she first:

1. Stops the commercial motor vehicle within 50 feet of, and not closer than 15 feet to the tracks.
2. Stop, look and listen in each direction along the tracks for an approaching train.

3. When it is safe to do so, the driver may drive the commercial motor vehicle across the tracks, in a gear that permits the commercial motor vehicle to complete the crossing without a change of gears. **The driver must not manually shift gears while crossing the tracks.** (FMVSS 392.10) (NRS 484.353)

NEVER attempt to race a train to a crossing. Because of its large size, it is an optical illusion to the eye. It is easy to misjudge a train's speed and distance, making it appear to be moving more slowly than it actually is.

1. In the state of Nevada, the school bus driver must:
 - a. **Reduce your speed and activate your turn signal** at least 100 feet prior to reaching the track. **Move to the farthest right as possible.** If there is a pullout lane use it. **Check your school district policy!**
 - b. For improved hearing, **turn off all noisy equipment** (fans, 2 way radios, am/fm radios), and **have the students be quiet** until you have cleared the crossing.
 - c. **Activate your hazard lights** prior to reaching the railroad crossing.
 - d. When drivers are making stops for railroad crossings, they shall carefully observe traffic far enough in advance to avoid trapping other motorists in panic stops or rear-end collisions with the bus. On multiple lane roadways, no such stops shall be made in the center or left-handed lanes.
 - e. The driver of any school bus, whether carrying passengers or not, must before crossing any track or tracks of a railroad, **bring the bus to a full and complete stop** no less than 15 feet and no more than 50 feet from the bumper of the bus to the closest rail.
 - f. When stopped, the driver shall fully **open the service door and driver's window**, and **STOP, LOOK AND LISTEN in both directions** along the track or tracks for approaching engines, trains or cars.
 - g. **When you are sure it is clear, close your door**, and proceed across the track.
 - h. If the view of the track or tracks for a distance of 1000 feet in either direction is not clear or is obstructed in any way, you may not proceed across the tracks until the driver has made sure no train is approaching. A driver should not, under any circumstances change or shift gears, in a manual transmission while crossing a railroad track or tracks. (CDL Drivers Manual 2-39)
 - i. In the event that a train has passed over the crossing, a bus driver shall not drive the bus onto the track or tracks until the train has sufficiently cleared the crossing, and the driver is certain there are no trains approaching on an adjacent track.

A freight train going 50 mph can take over a mile and a half to stop. That represents over 25 football fields to stop the train.

2. **Crossings controlled by traffic light:** In addition to the above, the driver of a school bus which has stopped at any railroad track or tracks where there are flashing red lights and/or bells in operation, shall not proceed across such track or tracks unless by authorization from a law enforcement officer or other trained personnel, though this does not relieve the driver of personal responsibility for safe crossing. In the event that switching operations or stopped trains delay the use of the crossing unnecessarily for frequent or extended periods of time, a complaint should be made through proper channels.
3. **Crossings controlled by crossing gates or barriers:** No bus driver shall drive the bus through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed or being opened or closed. The bus driver must never accept a lack of movement as indicating that the device is either in or out of order or not properly operating. Always take a railroad crossing as a conclusive warning of danger and you must not cross the tracks until you are certain that no train is approaching.
4. **Weather conditions:** During wet, stormy or foggy weather, before placing part of the bus on the tracks, the driver must know conclusively that the crossing can be made safely. Any use of flares, etc., in addition to warning signals or devices maintained at such railroad crossings, must be taken as an additional warning of danger.
5. **Management of passengers:** When any school bus must stop to cross any railroad track, all passengers must be silent until the crossing is complete. The driver in whatever manner deemed suitable shall give a signal for silence.
6. **Additional safe driving tips at railroad crossings are as follows :**
 - a. If you see or hear a train approaching, do not cross the tracks; shift to neutral and apply the parking brake.
 - b. Be sure to look carefully in both directions. Look carefully at double tracks. One train might hide another.
 - c. **Never drive onto a track until you can drive all the way across.**
 - d. Accelerate enough so that the bus does not stall on the tracks.
 - e. **Never stop the bus on the track for any reason.**
 - f. When turning near a track, a turn signal should be used instead of the hazard lights.

NEVER drive on a railroad track until you can drive all the way across, and NEVER stop the bus on the track!

7. If you are stalled on a railroad track, evacuate the bus immediately , using every emergency exit, unload students at a 45 degree angle and at least 100 feet, if possible, from the tracks and always toward the direction from which the train is coming. If a train hits the bus you are out of the way of flying debris.
8. **Warning devices:** There are a number of advance warning signs that are there to warn motorists of a potential danger. For professional drivers, they can serve as a reminder when there are other matters demanding their concentration.
 - a. **Round yellow warning sign:** A round black on yellow warning sign is placed ahead of a public crossing.
 - b. **Cross buck sign:** The most familiar sign at a highway-rail crossing is the cross buck. It marks the crossing and serves the same purpose as a yield sign.
 - c. **Pavement markings:** Pavement markings in advance of a grade crossing consist of an “X” with the “R” to the left and right of it and a “No Passing” sign on two-lane roads.
 - d. **Multiple sets of tracks:** Crossings with two or more tracks pose a special risk. The number of tracks is sometimes posted on a sign below the cross buck. There is always the potential of another train, possibly hidden by the first, approaching on a different track. Trains can be coming from either direction depending on the crossing.
 - e. **Stop signs:** Stop signs mean the same as they do at a regular intersection.
 - f. **Gates/lights:** When the lights are flashing, assume a train is approaching. Once the gates come down or are in place, it means that a train is imminent. It is completely unsafe and is against the law to cross the tracks. **If you cross, you will be legally liable for any deaths or damages that occur.**
 - g. **Obstructed view of tracks:** Do not attempt to cross the tracks until you are certain that no trains are approaching and there is sufficient room to cross safely. Even if the crossing appears to be clear, you must look and listen to be sure it is safe to proceed. (Operation Lifesaver 2)

THE SMITH SYSTEM

The Smith System is a five step series of interlocking techniques for preventing accidents. It helps drivers to see, think and act their way through the multitude of driving environments, challenges and changes that exist no matter where you travel or what type of vehicle you operate. Total awareness, perceptive anticipation, accurate forecasting, early detection, and deliberate reactions are the primary features of these techniques. The five keys to the Smith System are:

1. **Aim High in Steering:** Human eyes were designed to help us gather information at a traveling speed of about three to four miles an hour, which is about the speed at which we walk. Increased

traveling speed requires the mind to process increased quantities of data faster. The development of proper seeing habits is critical to acquiring a full inventory of information, and having the time to make appropriate decisions. The 15-second eye-lead time is the distance ahead that your eyes lead your vehicle as measured in seconds. You see ahead to where you will be in a given number of seconds.

The average driver looks only three to six seconds ahead. This is **low aim steering**, which denies the driver of the time needed to acquire information, make decisions and respond to hazards. Low aim steering deals exclusively with the nearest objects, which makes bad driving habits like tailgating, last-second lane changes and excessive braking very hazardous.

As a school bus driver, you sit high, but this does not automatically lead to aiming high with your eyes. **High aim steering** involves distance, not height. It's a conscious, constant habit of scanning far ahead.

2. **Get the Big Picture:** The Big Picture includes everything you can see ahead, to the rear, and to the sides during every second of your progress. Proper seeing habits must obviously include frequent use of your mirrors. You must select objects that pose a potential hazard. You must also avoid vision barriers that may interrupt your vision by maintaining proper following distance.

Although increasing your following distance creates opportunities for other vehicles to cut in front of you, the Smith System maintains that letting others have that space, while re-establishing a proper safe following distance has little if any impact on your schedule.

3. **Keep your eyes moving:** Many drivers do not get the Big Picture because they don't use their full seeing capabilities. Peripheral vision allows most people to see 90 degrees to each side, while central vision only allows us to see 3 degrees directly to the front. This 3 degrees of central vision is what we see clearly, while the remainder is not in sharp focus. In order to see the peripheral area, you must keep your eyes moving. Frequent eye movement lets you take maximum advantage of peripheral vision.

Don't let your eyes pause on any object for more than two seconds. You need your peripheral vision as your early warning system, keeping you up-to-date of changing conditions within the Big Picture.

4. **Leave yourself an out:** The first three steps in the Smith System keep you aware of your driving environment. But awareness is of no value unless you have a way to escape from impending traffic hazards. That is why you must leave yourself an out. Space Cushion Driving requires constant planning and adjustment to change as you move through traffic. Change can cause surprise and often be dangerous. This danger can be minimized if you leave yourself an out. This allows you to deal with the unexpected.

The safest position in traffic is where few or no objects surround you. The objective is to surround yourself with space. If a four-sided cushion is impossible, work to keep at least the front open . Then try to re-open at least one side to maintain maneuvering room. On streets with parked vehicles at curbside, don't use the lane nearest to them if an alternative lane is available. If you must travel in the lane next to an occupied curb, scan for signs of danger. The size of your bus may allow small vehicles too follow too closely. Encourage them to pass. When stopped behind another vehicle, stay about 20 to 25 feet back. This allows you to pull away without backing up if a vehicle ahead of you stalls.

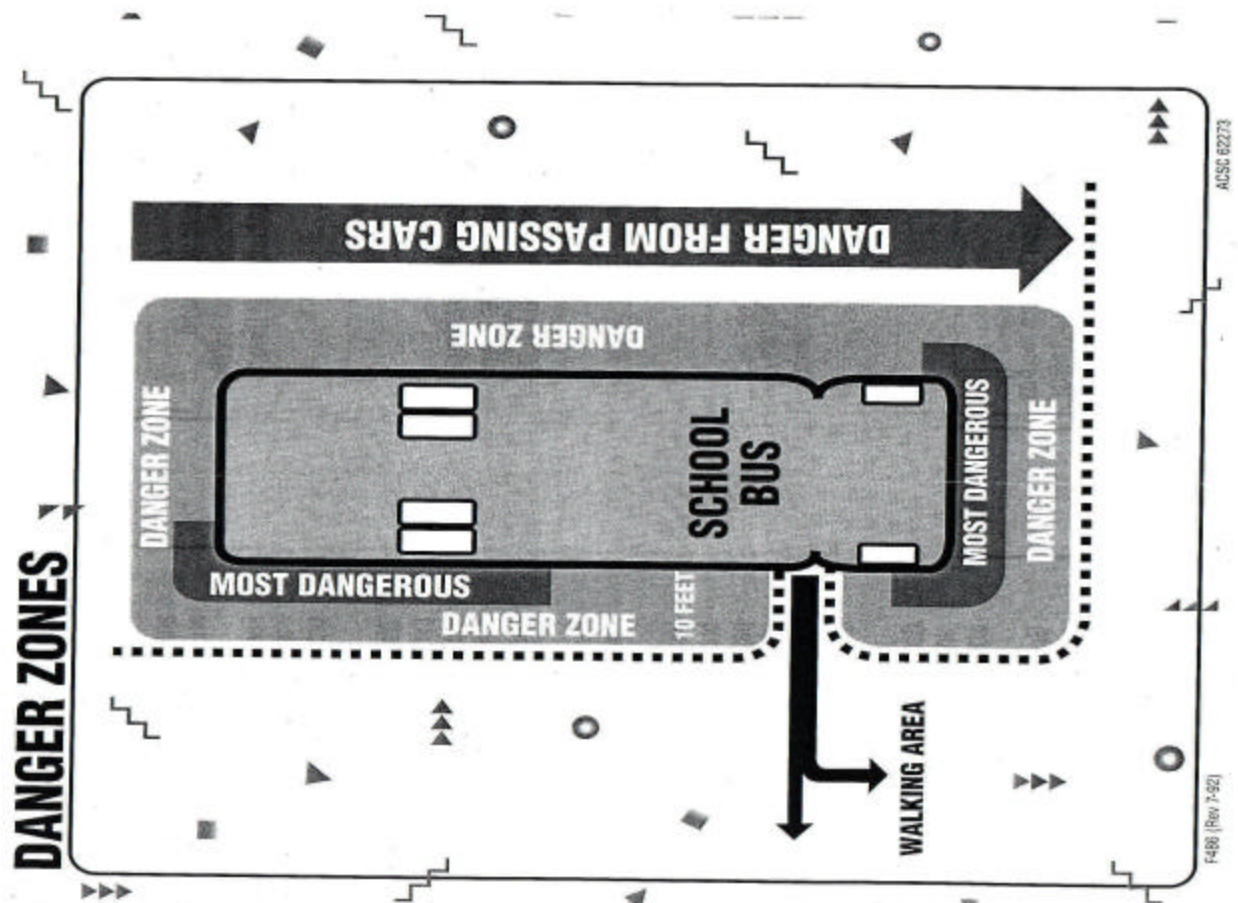
5. **Make Sure They See You:** The Big Picture includes people who may not be aware of your presence. You must establish eye contact at the earliest possible moment in order to make your presence known. Although eye contact is emphasized, it does not guarantee safety. It indicates that people see you, but it does not promise that they will do what you want them to do.
(Smith System Is no Accident. Driver Guide)

CHAPTER 5: LOADING AND UNLOADING

INTRODUCTION

Every year approximately 440,000 school buses travel 4.3 billion miles, transporting 23.5 million children to and from school safely. School buses remain the safest form of highway transportation. The fatality rate is extremely low in school buses compared to fatality rates in passenger cars. Unfortunately, children are at much greater risk of being killed as a pedestrian in a school bus loading zone than as a passenger on a school bus. The area surrounding the school bus is commonly referred to as the **DANGER ZONE/DEATH ZONE** because it is the area where children entering and exiting the school bus are at greatest risk of being hit by a motor vehicle.

Educating children on how to be safe pedestrians is fundamental to school bus safety. Beginning with their first step onto a school bus, children must learn how to safely arrive at the school bus stop, board the bus, behave during the bus ride, exit the bus, and arrive home safely. (NHTSA: School Bus Safety 5 and 7)



SYSTEM OF LIGHTS, CROSSING ARM and STOP ARM

Every school bus operated for the transportation of pupils to and from school must be equipped with a system of flashing red lights that the driver shall activate when the bus **is stopped** to load or unload pupils, and in times of emergency, when appropriate.

Every school bus operated for the transportation of pupils to and from school must be equipped with a **mechanical device (crossing arm)** attached to the front of the bus which, when extended, causes persons to walk around the device. The driver shall activate the device when the bus is stopped to load or unload pupils. (NRS 392.410)

Note: Crossing arms are not required for a school bus, which is **used solely** to transport pupils with special needs who are individually loaded and unloaded in a manner, which does not require them to walk in front of the bus. (NRS 392.410)

FMVSS 131 requires stop arms on all school buses and became effective for all new school buses manufactured after September 1992. The standard was modified in May 1994 to allow the use of strobe lights on the stop arms and again modified in May 1998 to allow additional light sources in the legend that flash the word “STOP”. (NHTSA School Bus Safety 13)

SCHOOL ZONES and SCHOOL CROSSING ZONES

A school zone is a section of street or streets, which are adjacent to school property. (NRS 484.149) A school-crossing zone is the section of streets **not** adjacent to school property that pupils cross while following a designated walking route to school. (NRS 484.1485)

A person shall not drive a motor vehicle at a speed in excess of 15 mph in an area designated as a school zone except:

1. On a day on which school is not in session.
2. During the period from a half hour after school is no longer in operation to a half hour before school is next in operation; or
3. If the zone is designated by an operational speed limit beacon, during the hours when the pupils of the school are in class and the yellow lights **are not** flashing in the manner which indicates that the speed limit is in effect. (NRS 484.366)

SCHOOL BUS STOPS

Any driver of a vehicle, when meeting, from either direction, a school bus whose system of flashing lights and crossing arm have been activated for the purpose of loading or unloading students, shall bring his vehicle to an immediate stop and shall not attempt to proceed until the school bus has turned off the system of flashing lights and crossing arm.

**All stops should be
done as quickly as
possible.**

The driver of a vehicle on a divided highway need not stop upon meeting or passing a school bus which is positioned in the other roadway. The driver of a vehicle need not stop upon meeting or passing a school bus where traffic is controlled by a traffic officer.

Any person who violates this law is guilty of a misdemeanor, and for a third or subsequent offense within 2 years, shall be punished by a fine of not more than \$1,000 and your driver's license must be suspended for not more than 1 year. For a second offense within 1 year, shall be punished by a fine of not less than \$250 nor more than \$500 and your driver's license must be suspended for 6 months. (NRS 381.357)

The driver of a school bus who observes a violation of the above regulation may prepare a report of the violation. The report must be signed by the driver and include:

1. The date, time and location of the violation.
2. The number and state of issuance of the license plate of the vehicle whose driver committed the violation; and
3. An identification of the vehicle by type and color.

The driver of a school bus who prepares a report shall within 2 working days after the violation, send the report to the proper school district official, which shall thereupon mail to the last known registered owner of the vehicle a notice containing:

1. The information included in the report;
 2. The provisions of NRS 484.357; and
 3. An explanation that the notice is not a citation but a warning of the seriousness of the violation.
- (NRS 484.358)

Always check with your school district on their policy.

LOADING PROCEDURES

Figures indicate that pupil fatalities and injuries in the loading and unloading zone continue to occur. Mandated and voluntary product and design changes in school buses and related safety equipment may have improved loading and unloading zone safety over the past few years. For example, Federal mandates require all new buses to be equipped with an 8-lamp warning system and stop signal arm. In 1994, new school buses were also required to meet new standards for mirrors that will increase visibility around the school bus. However, the number of loading zone incidents and resulting injuries and fatalities have not been significantly reduced.

When approaching a school bus stop, or waiting in a school bus loading zone to load children you must adhere to the following procedures:

1. Evaluate the stop as far back as possible.
2. Start the Five-Count Mirror check, starting and ending on the loading side.

3. Activate amber loading lights and begin slowing the bus 300 feet before the loading zone.
4. Approach students with care, giving due consideration to the surface on which you are going to stop. (i.e.: dry, wet, dips sharply to the right, rough ground, etc.) Driver needs to direct students to walk to the bus when the door is opened and the driver signals them to load.
5. Start Five-Count Mirror check, starting and ending on traffic side about 75 to 100 feet before stop.
6. Survey area and students, counting the number of students if possible.
7. Do not pull any closer than 10 feet from students, and 5 feet from the curb.
8. Stop completely, set brake open door, activate the red lights, stop sign and crossing arm.
9. Place transmission in neutral. Keep service pedal covered with foot.
10. Check mirrors once again to assure that all traffic is stopped using Five-Count Mirror system check.
11. Open door all the way and signal students to begin loading the school bus. Make sure to count all the students while loading.
12. **Check that all students are seated.** The bus cannot move until all students are seated. (NRS 392.400).
13. Once again check all mirrors using the Five-Count Mirror check. Check the area around the outside of the bus for late students.
14. Place bus in gear and release the parking brake.
15. Use Five-Count Mirror check, ending on student loading side.
16. Proceed when safe, closing door, which cancels red lights, stop sign and cross arm.

**Check your school district policy on loading/unloading
special needs students!**

UNLOADING PROCEDURES

The unloading of students from a school bus requires far more caution than loading them. You must account for all students exiting the bus and assure that they cross the street safely. You should follow these procedures when unloading students from the bus:

1. Evaluate the stop as far back as possible.
2. Use Five-Count Mirror check, starting and ending on the unloading side.
3. Activate amber unloading lights and begin slowing down the bus 300 feet before the unloading zone.
4. Approach the stop with care
5. Use Five-Count Mirror check, starting and ending on the traffic side about 75 to 100 feet before stop.
6. Do not pull any closer than 10 feet from stop, and 5 feet from the curb. Stop completely, set brake, open door, activating the red lights, stop sign and crossing arm.
7. Place transmission in neutral keeping service pedal covered with foot.
8. Check mirrors once again to assure that all traffic has stopped. Use Five-Count Mirror check.
9. Signal students to begin unloading the school bus. Make sure to count all students as they exit the bus.

Students are not permitted to cross behind the bus.

10. If a student must cross the street, instruct them to wait 10 feet to the right front of the bus until the drivers has checked for oncoming traffic and checked mirrors for up-coming traffic. Signal student by a sweeping motion of your arm, that it is safe to cross the street. Make sure they cross in a straight line, not at an angle, making sure they safely crossed the roadway as per school district guidelines. Continually instruct your students on safe crossing procedures.
11. **Account for all students who have exited the bus and assure they have left the danger zone. If you cannot account for all students, you will need to exit the bus.**

When in doubt, check it out!

12. Once again check all mirrors using the Five-Count Mirror check. Be sure to check the area around the outside of the bus for students in the danger zone.
13. Place bus in gear and release the parking brake.
14. Use Five-Count Mirror check, ending on the student unloading side.
15. Proceed when safe, closing the door which cancels the red lights, stop sign and cross arm.

If you must load or unloaded students at a turnaround stop, do all your backing maneuvers with the students on the bus. All students observe quiet time when the driver is backing the bus. Pull away from a stop with extreme caution. Make sure all students are away from the bus.

Some general points to remember are that when the bus is approaching a loading zone, drive slowly with great care. The driver's supervision starts approximately at a point where the driver can recognize a student as the bus approaches or leaves a bus stop. Stop a minimum of 10 feet before reaching the students, since even the best-behaved children may food around unexpectedly and a student could be pushed in front, or under your moving bus. They should only cross upon the bus driver's signal. Make sure to count all students as they exit.

Bus routes and bus stops are set up for their safety and convenience. Make sure that your students get on and off the bus at the same stop every day unless you have permission from the school district.

Another area where accidents do happen is the loading and unloading zones at the schools. You as a driver must train your students not to push and shove other students when they get on or off the bus. Teach the students to use handrails and go directly to their seats and face forward at all times

**After your last stop, completely check
bus for students!**

HANDRAILS

Across the United States, children are being injured or killed when their clothing or accessories are caught in their school bus's handrail or door as they exit the school bus. As a result, they may fall and be violently dragged by the bus and run over by its rear wheels.

The most common piece of clothing that can be snagged on the handrail is a jacket with drawstring at the waist. These drawstrings commonly have a large bobble or knot at the ends that can become lodged in the handrail. However, other articles of clothing such as scarves, long straps on backpacks, or dangling key chains can also be snagged on the handrail.

1. **Handrail mechanics:** School bus handrails have been the same basic design for more than 30 years. However, with the current change in fashion toward oversized and baggy clothing, handrail designs have contributed to tragic and avoidable injuries and deaths. School bus manufacturers have taken extraordinary and costly steps to remove snagging hazards from school bus entrances. More than 400,000 school buses have been recalled and manufacturers have absorbed the cost of the repairs. In most cases, a simple spacer can be added to the existing handrail eliminating the potential for snagging. In other cases, manufacturers have redesigned the handrail.
2. **The school bus drivers' role:** The school bus driver is a trained professional concerned with getting children to school and returning them home safely. Driving a school bus is a demanding task. There is a lot of activity in and around the bus. The bus driver must be aware of ever-changing traffic conditions, the children on the bus, and the children who enter and exit at each school bus stop. Compounding this already complex situation is the need for the driver to maintain the school bus schedule.

The major reason for injury and death due to handrail snagging incidents is the driver's failure to notice that the child's drawstring has become snagged. The driver should observe all children, especially those with long drawstrings, oversized or baggy clothing, or other items that may become snagged in handrails, as they exit. Additionally, to ensure safety at each stop, the driver should be certain that each child has completely exited the bus and cleared the danger zones before closing the door and moving the vehicle. The driver should secure the bus and check around and underneath the bus if there is a question of whether a child has moved safely away from the bus. Finally, the driver must be alert for warnings as the bus pulls away. In many of the snagging incidents that have occurred to date, someone inside or outside the bus attempted to warn the driver that the bus was dragging a child.

(This Could Save Your Child's Life. A school bus handrail handbook NHTSA)

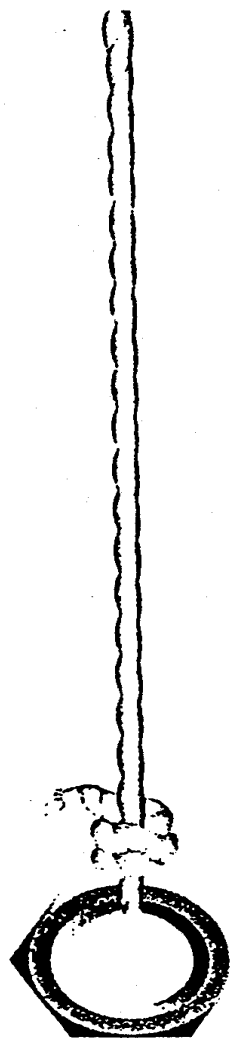


Figure 6
The Tool

CHAPTER 6: STUDENT MANAGEMENT

INTRODUCTION

As a professional school bus driver, your job involves more than just operating the bus and transporting students. You are also responsible for the behavior of students. Student management on the school bus has fast become the largest problem confronting school bus drivers today. You can help maintain a safe and positive atmosphere in your bus by treating students courteously and with respect, knowing how to handle discipline situations effectively, and by observing and teaching students the basic rules for safety on or near the school bus.

An effective student management program is a collaborative effort between parents, students, school bus drivers, school administrators, law enforcement and social service agencies.

THE DRIVER'S ROLE

Since you are often the only adult with whom students have regular contact with while riding the bus, your words and actions can have a tremendous influence. If you behave in a friendly but dignified manner, you can establish a positive relationship. Know your students individually and learn their names. Your interest in the children will help you gain the confidence of your riders and their parents. If you are firm, but fair in your treatment of students, your students will trust you and respect your authority.

As a school bus driver, you are in the people business. Children are unpredictable and often possess personality characteristics that are part of their home environment. It is imperative that you set an example for your children.

Passenger supervision and control is one of the major tasks of a school bus driver. You must be able to recognize potential problems and take quick, effective action. If you overlook the violations of one student, you will lose the respect of the other students. You must learn to find the desirable medium between being too lenient or overly harsh.

SCHOOL BUS DRIVER RESPONSIBILITY

1. School bus drivers must be familiar with and abide by all rules, policies and procedures relating to pupil transportation.
2. Be familiar with all assigned routes and designated school bus stops.
3. Recognize the importance of establishing rapport with students, parents, their supervisors, and school administrators when working to ensure proper student conduct.
4. School bus drivers must conduct themselves in a professional, dignified and respectable manner.

5. Drivers should never become closely acquainted with students. You must maintain a friendly, but firm adult/student relationship. You should never put your hands on a student, nor should you grab, slap or shake a student.
6. **Sarcasm is not** an effective tool for passenger control.
7. Drivers need to instruct students on proper behavior, consequences of improper behavior, general policies regarding riding the bus, and emergency evacuation drills.
8. Drivers need to maintain order, safety, and be sure to secure the rights of others on the school bus and at the school bus stop. You can do this by:
 - a. Minimizing interior noise.
 - b. Controlling passenger movement.
 - c. Requiring an orderly entrance and exit.
 - d. Eliminating movement or potential movement of objects.
 - e. Requiring silence at railroad crossings.
 - f. Prohibiting transportation of unauthorized materials.
9. Drivers need to handle minor infractions with school district approved discussions and consequences. In instances of serious or recurring misconduct, follow school district policy in handling problems.
10. Be aware that you represent the school system, and you should present a positive image in **DRESS, LANGUAGE AND MANNER** while on duty.
11. Be considerate and patient with all children, especially the young or special needs students. These children are usually entering school for the first time and they are usually frightened by all the new experiences. It is important to make these children feel safe.
12. Driver is responsible for keeping their bus clean. This includes route and extra-curricular trips.
13. It is highly recommended that you keep a daily log of events.
14. Be aware of your school districts policy

**Maintain your sense
of humor!**

STUDENT RESPONSIBILITIES

Do not set expectations to high!

Since poor student behavior on the school bus can be distracting to the driver and contribute to accidents, it is important to establish rules for the student to follow. It is important that all students and parents know and understand the rules. They need to understand that these rules were established for the safety of the students who ride the bus. Students and parents must not only understand the rules, but also understand the consequences of unacceptable behavior. Students must:

1. Know the rules and be aware that they are responsible for their actions.
2. Be respectful of the rights of other student.
3. Realize that school bus transportation can be denied to students who conduct themselves inappropriately. Be aware that distracting the driver can be potentially hazardous. This would include throwing items in or out of the school bus and the use of laser pointers.
4. Be aware of the dangers involved in the loading/unloading zone, including the dangers involved with loose clothing, clothing accessories and personal items that can drop under the bus.

Upon entering the bus, students shall:

1. Go directly to their seats and remain seated until instructed to stand and unload the school bus.
2. Refrain from loud conversation, unnecessary noise and boisterous conduct.
3. Refrain from profanity, eating, drinking and the use of tobacco products while on the school bus. In addition, animals, glass containers, weapons, drugs, alcohol, laser lights or any other items that could interfere with passenger safety are prohibited.
4. Keep all body parts inside the school bus.
5. Athletic footwear equipped with metal cleats or spikes **cannot** be worn on the school bus.
6. Face forward and keep their feet on the floor in front of their seats.
7. Never tamper with emergency doors.
8. Keep their hands off other children and their possessions. Hitting, pushing and rough behavior will not be tolerated.
9. **Keep the aisle clears at all times.** Books, lunch boxes, instruments and book bags must be placed under the seat, on the students lap or on the seat next to them.
10. Do not block emergency exits.
11. Remain absolutely silent while the school bus is stopped at railroad crossings.

As a new school bus driver you will learn that the after school run is generally more demanding on the driver when compared to the morning run. After being in a classroom all day, students will have a desire to release tension. You will need to develop a higher tolerance for the after school run, without allowing flagrant abuse of the privilege to ride the school bus.

PARENT/GUARDIAN RESPONSIBILITIES

1. Understand and support district rules and policies, regulations and principles of school bus safety.
2. Assist children in understanding safety rules and encourage them to abide by them.
3. Recognize their responsibilities for the actions of their children.
4. Support safe riding practices and reasonable discipline efforts.

QUIET TIME

The practice of “Quiet Time” is a great way to start off your route. “Quiet Time” is usually observed for a short period of time in the morning before arriving at school, and in the afternoon while pulling away from the school. The driver usually determines the length of “Quiet Time”. There are other reasons “Quiet Time” can be observed:

1. In emergency situations a driver may call “Quiet Time” in order that the students can hear important instructions.
2. Students generally will load a school bus in a more controlled manner during Quiet Time, and it also helps to ensure that the trip starts off in a calm manner.

VIDEO MONITORING SYSTEMS

Many school districts now utilize video monitoring systems in order to protect students and drivers. The

video camera on a school bus should only be used as an aid to monitor student and driver behavior. It should not replace the discipline policy, the authority of the driver, or the responsibility of school officials. It is simply a tool to aid the driver and district administrators. If there is a video monitoring system in your school bus, you must:

1. Notify all students and drivers that they are subject to being videotaped on the school bus at any time. Notification to parents of all students shall be made by the school district. Prior to taping, parents and students shall be advised that student conduct prohibited by the state and school district will result in appropriate consequences as defined by school district policy.
2. Ongoing notification regarding videotaping must occur. This is important when cameras are moved between buses.
3. Cameras should be scheduled on a rotation basis so as not to select only certain buses. Based on the number of incidents, misconduct or the seriousness of these reports, video monitoring of a bus route may be done more frequently. The transportation supervisor may decide if more frequent monitoring is needed.
4. When action is taken as a result of information obtained from videotape, the driver, supervisor, school administrator, student, and parents will be contacted. A meeting regarding the incident may be necessary. The videotape can be used as evidence in that meeting. All requests for review shall be made in writing.

CHAPTER 7: GANG AWARENESS

GANGS AND GANG MEMBERS

Being alert to the early warning signs of gang activity and being knowledgeable about gang patterns are essential to successful prevention efforts. School staff members need to understand how gangs operate, which kinds of gangs there are, and why gangs attract youths; identify vulnerable youths and their reasons for joining gangs; recognize the presence of gangs; and know the consequences of gang membership.

The following information provides an overview of the makeup of gangs:

1. A gang is composed of three or more people who form an allegiance for a common purpose and engage, individually or collectively, in violence and other criminal activity.
2. Most gangs have identifiable leadership and internal organization. Gangs are located in inner cities and other urban, suburban, and rural areas.
3. Gangs usually form along ethnic and socioeconomic boundaries.
4. Gangs usually identify with or claim control over a geographic territory or economic interest, usually in their local neighborhoods. Some gangs claim their territory by the kind of crime they commit within a geographic area.
5. Gangs are concerned about providing for themselves, establishing a reputation, and being recognized for their work.
6. The typical gang member is usually undereducated but intelligent and often has a learning disability. Gang members often are street-smart, are able to fend for themselves, and are accomplished manipulators and intimidators.
7. Although most gang members in the past were male, an increasing number of young females are forming their own gangs. Female gangs operate in a manner similar to that of traditional gangs.
8. Gang members are loyal to each other and protective of their turf. Male gang members are protective of their women, and female gang members are protective of their men.
9. Gang members have recruited new members from bored, unconnected, and unsupervised youth from all classes of neighborhoods.
10. There are basically six kinds of gang members or persons likely to be involved with gangs:
 - a. **Hard core gang members** make up approximately 5 to 10 percent of the group and have been in the gang for the longest period of time. They have a history of incarceration, are often unemployed, and sometimes use or sell drugs. The average age of a hard-core members is early to mid-twenties, although some hard-core members are younger or older. The hard-core members are very influential in leading the gang and often are called "O.G.s" (original gangsters).
 - b. **Regular gang members** are younger, usually fourteen to twenty years old. They have been initiated into the gang and often back up the hard-core members in word and action. As potential hard-core members they usually commit crimes for the older gang members.
 - c. **Claimers, associates, or "wanna-be's,"** who average between ten and thirteen years of age, are not official members of the gang but act as or claim to be part of the gang. They often dress in gang attire, spend time with gang members, and write or draw the graffiti associated with the

- gang. They often commit crimes to impress regular gang members and tend to intimidate their peers.
- d. **Potential gang members (“gonna-be’s” or “could-be’s”)** live in or close to areas where there are active gangs or have a family member who is already a gang member. This group is not yet attracted to the gang and can freely choose other alternatives, thus avoiding gang affiliation completely. This group can be influenced most easily by gang prevention strategies designed to improve self-esteem.
 - e. **Peripheral gang members** move into and out of the gang for their personal interests or gain. This movement depends on the direction of the gang’s activities at the time.
 - f. **Veteranos** are former gang members no longer active in the gang’s day-to-day activities. However, they still may reside in the neighborhood. If the “home boys,” gang members active in the neighborhood, become involved in a large territorial confrontation with a rival gang, the veteranos could become active and assist in the defense of their neighborhood or barrio. In some barrios of Los Angeles, veteranos may be forty or fifty years old.
11. **Cliques (hoods)** are subgroups of the larger gangs whose territory covers several city blocks. Many cliques are organized by age, school, or geographical area. These smaller groups have been known to act independently, although they are still affiliated with the larger original gang.
12. The further a youth is into a gang life-style, the more difficult it is for that youth to escape gang involvement.

RISK FACTORS THAT IDENTIFY VULNERABLE YOUTHS

The perpetuation of youth gangs can be overcome if school staff members identify the risk factors that increase the vulnerability of youths to join gangs and work collectively to reduce those risk factors. Research has identified several characteristics that often exist before a person becomes involved in a gang. Youths who experience one or two risk factors do not necessarily become gang members or become addicted to drugs or alcohol, but they do face greater risk. The larger the number of risk factors present, the greater the risk becomes.

The risk factors related to gang involvement include factors in four main areas in young peoples’ lives: family, school, peer groups and community.

1. **Family:**
 - a. The family history of gang involvement (brothers, sisters, father, mother, or others) or parents who have positive attitudes towards gang membership.
 - b. Problems in the management of the family, including unclear or inconsistent rules for behavior, lax parental supervision, physical abuse disguised as discipline, and high levels of interpersonal conflict and violence.
 - c. Reverence of younger family members for sibling gang members.
 - d. Excessive use of alcohol or drugs in the home.
2. **School:**
 - a. Early antisocial behavior, especially in the elementary grades.
 - b. Poor academic performance, especially in the elementary grades.

- c. Performance at least one grade behind in mathematics and reading. (There is strong evidence that students in grade four, who are academically behind their grade level, especially male students, are at high risk of self, destructive behaviors.)
- d. Little or no commitment to school and school activities.
- e. Involvement in thefts, robberies, or extortion committed at school.

3. Peer groups:

- a. Alienation, rebelliousness, and a lack of bonding to society.
- b. Fighting and general aggressiveness in early adolescence.
- c. Friends who are gang members. (one of the strongest factors related to gang involvement)
- d. Favorable attitudes toward gangs and gang activities.
- e. Early exposure to gangs.
- f. A lack of positive social experiences related to community service and involvement.

4. Community

- a. Families living in social and economic deprivation (e.g., social isolation, poverty, poor living conditions, and low-status occupations)
- b. Neighborhood and community disorganization. (e.g., neighborhood considered gang territories and poor surveillance of public areas)
- c. A history of gangs in the community.

INDICATIONS OF GANG INVOLVEMENT

Educators must be alert to important signals that warn of the possibility of gang involvement among students. If any of the following warning signs are present on a school campus, administrators and staff members should initiate appropriate prevention and intervention strategies:

- 1. An informal dress code that is followed by a few students. (e.g., hats, scarves, jewelry, shoe laces, colors, or insignias)
- 2. Hand signs passed back and forth among students.
- 3. The use of new nicknames.
- 4. The appearance of graffiti on school property, book covers, notebooks, and clothing.
- 5. Newly acquired and unexplained “wealth,” often showered on or shared with peers (including anything from sharing bags of candy with younger children to a flurry of more extravagant spending by older youths)
- 6. Increased violence on campus, including an increase in the number of referrals for assault, battery, and unlawful fighting, possession of weapons on campus; and use, sale, or possession of drugs

GRAFFITI

Graffiti is a serious signal of gang activity. Gangs use graffiti to mark their territory, tell of their existence, brag about superiority, claim credit for a crime, or target the rival gang or gang members as a potential victim of a shooting or other violence. There are some variations in the use of graffiti among different gangs

and in the graffiti done by “taggers.”

Taggers or “Tagging” is a recent development related to graffiti. The tagger adopts a nickname, or “tag,” and writes it on as many objects as possible, including utility poles or boxes, traffic lights, and freeway signs. The tagger chooses his or her tag for a variety of reasons, which may include the way the word sounds, the ease he or she has in writing it, or a personal preference for the word or number. A beginning tagger also may receive a tag from a more experienced member of the tagging group, or “crew.” The style of graffiti chosen by the tagger usually resembles handwriting, but the words are difficult, if not impossible, to read. The letters may be intertwined and highly stylized or resemble large bubble or gang-style lettering.

GLOSSARY OF GANG TAGGING TERMS

All City – To tag extensively, not just in one area.

Arrowhead – A type of scribe that is a glass drill-bit resembling an arrowhead.

Back up – Another tag name used by a tagger, but with less frequency. The back-up tag is used when school authorities or law enforcement personnel know the tagger’s main tag.

Battle – A contest between different taggers or crews to see who can write their tag the most times in a certain area within a given period of time.

Billboards – The advertising signs on buses.

Bite – To adopt a similar or the same name as another tagger or crew.

Bomb – To put a series of large letters on a wall, usually in more than one color.

Bombing run – The time in which a tagging crew gets together with the express purpose of putting up as many of their tag names and the name of their crew as they can on public or private property.

Buff – To remove graffiti from an object.

Burner – Creation of a good wall mural.

Burnt – Something that can no longer be used.

Cap – A spray-paint tip or nozzle. “Fat” caps spray a wide line, and “testers” spray a thin line.

Check-count – Battering of a fellow crewmember as a form of discipline.

Crew – A group of taggers with their own distinct name.

Def – A tagger with a high level of skill who is considered to be “cool.”

Destination – The front of a bus.

Dis – To show disrespect for someone by writing over or on another taggers’ work.

Fat cap – A spray-can tip that sends out a wide stream of paint.

Fresh – A tagging style or piece that is considered well done.

General – A style of tagging not considered unique.

Getting up – Putting a tag on objects.

Grill – The back of a bus, either inside or outside.

Heavens – The large overhead freeway signs. It sometimes refers to any high object to tag.

Head – The most skilled tagger in a crew.

Heads-up – To put graffiti on an object.

Housers – A dancing group, posse, or crew that dances at parties held in a house.

House name – A unique nickname of a dancing posse or crewmember.

Illegal wall – A place where a tagger does not have permission to do murals or tags.

Jack – To steal a tagger’s supplies, usually by robbery.

Jump in/out – The initiation rite, similar to that of gangs, in which crewmembers beat a person who wishes to join or leave the crew.

Kings – Better than all the others.

Kill a wall – To cover a wall with graffiti.

Landmarks – Fixed street objects that are targets for tagging, such as street light poles, electric poles, and city signposts.

Legal wall – A place where a tagger has permission to do murals or tags.

Mob – To put as much graffiti on an object as possible in a short period of time.

O.G. – “Original Graffiti” artist who has been tagging for a long time.

Oner – A tagger who does not belong to a crew.

One-times – The police.

Paint stick – A type of marker pen filled with paint.

Piece – An elaborate graffiti mural on a wall or other large object.

Piece book – A book that taggers use to practice their personal style of graffiti, plan murals, or record pieces they have completed. These books also serve as scrapbooks of graffiti and murals completed by the tagger or crew.

Rack – To steal paint, markers, or other graffiti devices.

Rank – Status within the crew. Usually, a veteran tagger influences what the crew will do.

Rank-out – Failure to claim one’s crew when questioned by authorities.

Rolled-up – Arrested.

RTDs – Buses belongs to the Rapid Transit District.

Sakura’s – A brand of marker containing paint.

Scribe – An object used to write on glass or plastic.

Shovel – A scribe that is a glass drill-bit in the shape of a shovel.

Slash – To insult or challenge another tagger or crew by crossing out the name of that tagger or crew.

Spot – A store from which to shoplift, usually kept a secret from other taggers or crews.

Streak – A brand of marker similar to a large crayon. (Mean streak)

Sweated – To be questioned by the police about being a gang member or tagger.

Tag – A nickname or the act of putting graffiti on an object.

Tagger – A person who adopts a unique nickname and illegally puts the nickname on objects.

Take-out – To defeat another tagger or crew in a battle.

Testor – A spray-can tip that sends a thin stream of paint.

Throw-up – Large bubble-style letters drawn quickly on an object.

Toy – A beginner or tagger who writes in the manner of an amateur.

Transits – Non-RTD buses.

U/C – Undercover, plain clothes law enforcement personnel, or anything that is not what it appears to be, such as a scribe inside an ink pen.

Wild Style – Unique style of tagging that includes overlapping letters.

Write – To put a tag or graffiti on an object.

Writer – A person who does murals (or pieces) or puts a tag on objects. A person who does a mural or piece considers himself or herself to be a writer and does not like to be associated with taggers. However, A person who only tags and does not do murals or pieces may call himself or herself a writer.

GLOSSARY OF STREET GANG LANGUAGE

A Bill - \$100.00

A Buster – Fake or imitation

Ace kool – Best friend/backup

All is one – A term used by the disciples

All is well – A term used by the vice lords

Angel dust - P.C.P. in crystal form

Audi 5000 G – Goodbye/peace

Babe – Girl

Banger – Gang member

Banging – Gang activities/fighting or violence

Base freak – Girls who like loud music or dope fiend

Base head – Person hooked on cocaine

Beam me up – Person hooked on cocaine or looking for drugs

Bent – To get drunk

BG – Baby gangster

Bird – Refers to kilo of cocaine

BK – Blood killer

BKA – Blood killer always

BK Queen – Fast food worker

Bitchin – Something nice

Black disciple – Black disciple gang member

blessed – Initiated into the gang

Blob – Derogatory name for blood gang member used by crip gang members

Blood - Piru/non crip

BO – Marijuana

Bogey - \$100 piece of crack

Boned out – Quit/chickened out/left

Book – Run/get away/leave

Boo yaa – Sound of shotgun

Bow – Marijuana

Bowed out – Stoned/high on drugs or alcohol

Boy – Heroin

B Queen – Female blood

Break – Run/get away

Breakdown – shotgun

Brown Paint – Heroin

Bucket – Old, raggedy car

Buck wild – Act crazy

Bud – Marijuana

Bullet – One year in custody

Bumper kit – Girls butt

Bumpy face – Gin

Busted, popped a cap – Shot at someone

Buster – Kid trying to be a gang member or fake gang member

Busting – Involved in a violent act

Button – Capsule of heroin or cocaine

BWP's Bitches with problems

Cabbage patch – Popular dance

Check it out – Listen to what I have to say

Chill out - Listen to what I have to say

China white – Asian heroin

Circle – Refers to ounces of cocaine

CK – Crip killer

Cluck – Cocaine smokers

Clucker -Crack cocaine addict

Colors – Item of clothing which I.D.s gang

Colum – Columbian marijuana

Commercial – Columbian marijuana

Cookie monster – Crenshaw mafia gangsters

Courting in – Initiation into the gang

Courting out – Expulsion from the gang

C Queen – Female crip gang member

Crab – Derogatory name for crip gang member used by crip gang members used by blood gang members

Crack queen – Female crack addict who will perform illegal acts to obtain money to buy

Cragared down – Low rider type car

Crumbs – Tiny pieces of rock cocaine

Cuzz – Another name for crip

Cuzzin – Crippling, gangstering

D - Drugs

Dead rag – Red Rag/another crip name for a blood gang member

Deft – Looking good

Demonstration – Gang fight

Dime speed – 10 speed bicycle
Dippin – Being nosey
Disciple queen – Disciple gang's female
Dissin – Being disrespectful
Do a ghost – To leave/leave the scene
Double deuce – 22 caliber gun
Down for mine – Ability to protect self
Down with the set – On the gangs own turf
Drag – Hit off a cigarette
Drag/mack/rush – Ability to sweet talk girls
Dragon – Bad breath
Draped – A term used or a person wearing a lot of gold jewelry
Dressed down – Wearing gang related colors
Drop a dime – Snitch or tell on someone
Dropping the flag – Leaving the gang
Drove – Get embarrassed
Duckets – Money
Deuce – 22 caliber gun
Deuce and a quarter – Buick 225 vehicle
Durag – Handkerchief wrapped around head
Dusted – Under the influence of pcg/crack

Eastly – Very ugly person
Eight ball – 1/8 ounce of cocaine/40 ounce bottle intimate of old English 800 malt liquor beer
8-track – 2 ½ grams of cocaine
Eleven pointed pancake – A vice lord who became a disciple
Ends – Money
Esseys – Mexicans
Everything is everything – It's all right

False flagging – A deliberate gang misrepresentation in the form of a hand sign or slogan
Federated – Crip's disrespect for the color red
Four five – 45 caliber gun
5.0 – 1988 mustang
5-0 – The police
500 – BMW
Fifty – refers to \$50.00 piece of crack
Flip crip – A dope house that sells small amounts of drugs. Usually no particular customers.

Dis - No respect/disrespect
Disciple – Disciple gang member
Floatin – Driving fast
Fucc – Fuck in crip language
Fugly – Extremely ugly

G – Dark glasses
Gaffled – Get cheated
Cage – Shotgun
Game – Criminal activity
Gangbanger – Gang member
Gangbanging – Gang activities
Gangster - Gang member
Gank – Cheat/steal/rob/sell/imitation dope
Gat - Gun
G-Down – Dress up
G-man – Another name for blk gangster disciple
G-Ride (G-Springs) – Gangster ride/stolen car
Geed – Dressed nicely
Geek – Someone who is loaded/high
Geekin - Crazy
Get down - Fight
Get jammed – To be accosted
Get some gone – Get out of my face
Getting the digits – Getting a telephone number
Ghost - Disappear
Ghost it – Loose it
Gig - Gathering
Givin up the nappy dug out – A girl that's intimate
Glass house – 1977-1978 Chevy
Gone - Ugly
Grave yard – This is a drug house which has either sold all their drugs or was shut down by police
Grob - Beer

Hardcore – Extreme “the big time”
Head hunter – Term used for a female who
H.I.B. – Hair I bought/holding dope
High roller - Drug dealer
Hold down – Controlling turf area
Home boy – Fellow gang members
Homes – Fellow gang members

Homey – Fellow gang members
Hoo-rah – Loud talking
Hood - Neighborhood
Hoodsta - Gangster
Hook – Phony or imitation
Hook me up – Set up a deal
Hook/trick – Phony or sissy
Hoopty – Car
Hubba – Rock cocaine
Huff/Huffer-Sniff/sniffed glue
Hurl-Vomit
Hustler-Not into gangs, strictly out to make money or impress girls

Ice – Crystal methamphetamine
Illing – Making mental mistakes
In pocket – A subject who has drugs ready to sell
In the mix – Involved in gang activities

Jacked up – Beat up or assaulted
Jammed – Confronted
Jet – Run away
Jim jones – Marijuana joint laced with cocaine and dipped in P.C.P.
Jimmy – Condoms
Jiving – Attempting to fool someone
Joning – Talking about someone
Jonesing – Withdrawal/needs to get drugs
Juiced lifts – Vehicle has hydraulics to raise and lower the car
Jump on – Intimidation
Jungle fever – Black and white together

Key – Kilo of cocaine in powder form
Kibbles and Bits – crumbs of cocaine
Killa – Killer
Kite – A written letter
Kite in the wind – A letter in the mail
Klucka – Dope fiend
Knocked – killed
Knocking boots – Having sex

Laces – Chrome/spoke rims

Lifts – Vehicle has hydraulics to raise and lower the car
Lil mallow – Friend
Lit up – Shot at
Liquid juice/sher/wack – P.C.P.
Lizard butt – Ugly girl
Loc – Crazy/loco (crips)
Loc's Dark sunglasses
Lok – Crazy/loco (crips)
Lokes – Dark sunglasses
Low budget – Rock cocaine
Ludes – Nickname for qualudes
Lynch mob - A gang

Mack daddy – The best, sweet talker
Mack/drag/rush – Ability to sweet-talk girls Or impress girls
Mackin – Getting girls
Main man – Best friend/backup
Making bank – Making money/usually illegal
Man – The police/anyone in charge
Mark – Want-to-be gang member
Mission – Gang activity/contract hit
Mobile - Proper/nice looking
Molded/scratch - Embarrassed
Money – Person with money
Monte C – Monte Carlo vehicle
Mud Duck – Ugly girl
Mushroom – An innocent by standard shot in
Mut – Male slut

N/H - Neighborhood
N-Hood – Term meaning in their turf
Nut up – Angry/mad at somebody
Not – Don't think so

O – Reference to 1 ounce of cocaine
O/G – Original gangster/old gangster
Old bird/old jude – Mother and father
On the pipe – Free basing cocaine
On the strength – Based on the facts
One time – Police in area/the police
O.P.P. – Other peoples property

Packing – Gang member has a gun in his possession/big sexual organs
Peace cut – Goodbye/see you later
Peanut butter – Crip's disrespect for bloods
People – Vice lords, latin kings, etc. and their affiliates
Pimped out – A well dressed person
Pipe head - Crack head
Piru – Another name for blood
Played out – Over/no longer used
Popped a cap/busted – Shot at someone
Posse – East coast term for gang
Possie – Group of friends
Primo – Marijuana laced with cocaine
Pufer – Cocaine smoker
Puggin – A fighter/involved in a fight
Pulling you on – Making a fool of you
Put em in check – Discipline someone
Put in some work – Do a shooting
Put that on the set – To validate what you're saying is true

Queen – Female member of a gang

Rag – Color of gang handkerchief
Raggin – To complain
Raise – Leave
Respberry – Female takes anything for sex
Recruiting – Looking for good looking girls
Red eye – Hard stare
Relative – Blood's term for
Ride – Car
Ride on/Rode on – Go to another rival neighborhood in vehicles to attract other gangs
Rig – Combination of hypodermic needle, bottle cap, and string or nylon to tie off arm before injecting drugs.
Righteous – True or affirmative answer
Rip off – Steal/take
Road dog - Close friend
Robo cop – Popular dance
Rock – Crystallized cocaine
Rockboys – Cobrastones, black P stones
Rock star – Cocaine prostitute

Roll-em – To assault and rob
Roll em up – Arrested/forced out of scene
Rollin – Doing well/have a nice car
Rollin good – Selling drugs
Rosco – Gun
RU (rooster) – Piru
Rush – Ability to sweet talk girls

Safe house – House where large amounts of drugs and money are stored. Usually a select number of members have access to the house.
Saggin – Jailhouse life/wearing pants real low/gangstering
Satin disciples – White disciple gang members
Scam – To acquire illegitimately
Scandalous – Dead beat person/bad person
Scank – Extremely ugly or disgusting
Scratch/molded – Embarrassed
Set – Specific gang/location of turf
Shank – Jail term for home made knife
Sherm/wack/liquid juice – P.C.P.
Shotcaller – Person in charge/gang leader
Shooter - Enforcer
Skeezer – Ugly girl
Slob on the knob – Oral sex
Snake – Popular dance
Snaps – Money
Snow bunny – A white girl
Space base – PCP/Rock cocaine
Speed – Common name for L.S.D.
Speed ball – Combination of heroin and cocaine
Springs - Vehicle
Spue - Vomit
Spun – High on crack/crank
Squab – Fight/argument
Stall it out – Stop doing what you're doing
Straight shooter – Metal pipe usually a car antenna which is used to smoke crack
Strawberry – A term for a female who
Sufferin need bufferin – Having problems
Sup – What's up/What's going on

Take him out of the box – To kill a rival gang member

Talking from the heart – Making gangs signs while beating on ones chest

Talking head – Argue, wanting to fight

Talking smack – Aggressive talking, challenge

Tango & cash – Fentanyl

Teenager – 1/16 ounce of cocaine

TG – Tiny gangster

That's hard – Cool

Throw down – Fight

Through - Ugly

Thumper – Gun

Tore your drouse – Have a dispute

Toss up – Girl used for sex

To the curb – Bad/Bad position to be in

Tray – Three

Trey eight – 38 caliber gun

Trick/hook – Phony or sissy

Trip – Too much/something else

Turkish – Term used to describe heavy, ornamental gold necklace or earrings

TWA – Teenie weenie afro

Twenty - \$20.00 piece of crack

20 cents - \$20.00 worth of cocaine

UGS – Bloods

Under cover – Plain gang car

Up on it – Have knowledge of drug scene

UZI – Any semi-automatic handgun

Vapors – Fumes from freebased cocaine/to identify money hungry females

Vamp – Leave

Vicki Lou's – Derogatory name for vice lords

Violation – Break the gang rule and receive punishment

Wack patient – An individual who smokes PCP often becomes paranoid

Wad-up – Stoned/high on drugs or alcohol

Water – PCP

Wave – Short, close cut hair

We're down with the set – mellow/fine/secure/ok

What it "B" like – Blood gang member greeting

What is "C" like – Crip gang member greeting

What's up – What's going on

What's up G – Hello friend

What set you from – Asking what gang you are a member of or gang you claim to be from

Whaz up – Hello

Word – OK/all right

Yo – Hey

You played yourself – You did yourself wrong

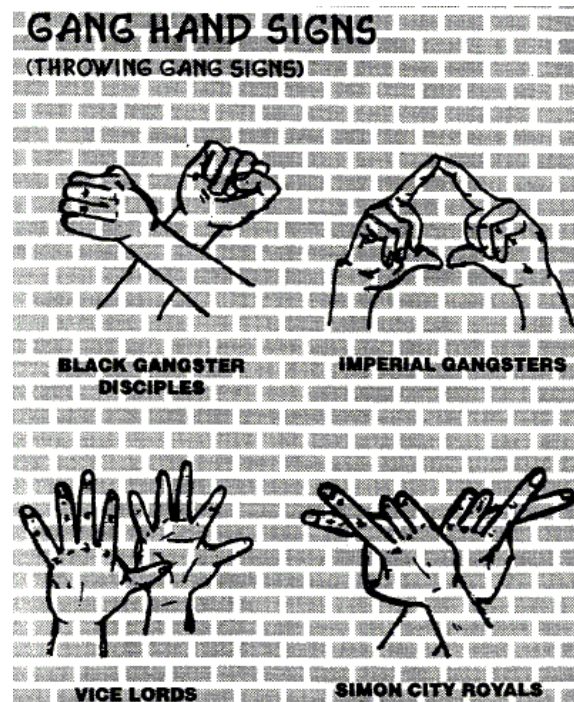
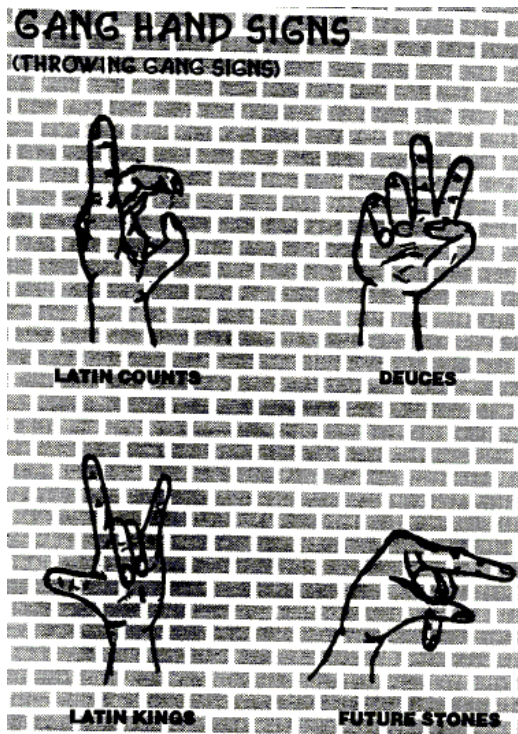
PREVENTION AND INTERVENTION

Gang prevention and intervention programs include school-based programs, parent-involvement programs, and community programs. A preventative approach is necessary to avoid the disruption that youth gangs cause, particularly on the school campus and school bus stop. To counter the influence of gangs, school-based programs need to provide a variety of alternatives, including a staff awareness effort, disciplinary measures, and the involvement of parents. The program should provide position role models, opportunities for youths to be affiliated with the school, consistent positive discipline, and conflict resolution.

A successful preventative approach builds self-esteem. It considers and addresses the incentives that draw youths into gangs; fear, peer pressure, lack of education, poor employment skills, a family history of gang involvement, and lack of alternatives. Programs designed to reinforce socially constructive behavior, offer alternative employment and recreational and vocational activities, emphasize self-accountability, and present positive lifestyle options can provide the direction and motivation necessary for students to resist involvement with gangs. (Using fear and intimidation to combat gang behavior only compounds the problem because those are the tactics used by gang members themselves).

The school's staff members need to understand that gang activities in school can mirror those occurring in the community. Therefore, school staff members have a duty to be knowledgeable about and responsive to community conditions that have the potential to spill over into the schools. The ultimate goal of gang awareness and prevention activities is to provide safe and secure actively.

GANG HAND SIGNS



GANG HAND SIGNS
 (THROWING GANG SIGNS)



MANIAC LATIN DISCIPLES



SPANISH COBRAS




TWO SIX BOYS




DISCIPLES & FOLKS


GANG HAND SIGNS
 (THROWING GANG SIGNS)




VICE LORDS



INSANE UNKNOWN



LATIN EAGLES



DISCIPLES

CHAPTER 8: ATHLETIC EVENTS AND FIELD TRIPS

INTRODUCTION

Athletic events and field trips are different from your regular daily route so you will need to make special preparations and follow different procedures. Before the trip can take place, the bus dispatcher should receive a written request for the trip from the proper school official. You should be notified about the trip at 24 hours before the start of “turn around” trips and at least one week before overnight trips so you have enough time to prepare for the trip.

REGULATIONS FOR DRIVE TIME

Nevada Revised Statutes (392.360) require that a driver shall not operate a vehicle for more than 10 hours in a 15-hour period. The time spent operating, inspecting, loading, unloading, repairing and servicing the vehicle and waiting for passengers must be included in determining the 15-hour period. After 10 hours of operating a vehicle, the driver must rest for 10 hours before he again operate a vehicle. Federal regulations require that you include all duties performed for which you are compensated as on duty-time. (FMVSS 395.2.9)

DRILLS TO PRACTICE EVACUATION

1. At least twice each school year, a school district shall require all the pupils in a school district who ride a school bus to practice the evacuation of a school bus and to receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during an evacuation.
2. Each school district shall adopt a safety program which includes, without limitation:
 - a. The procedures for pupils to safely enter and exit a school bus, including entering and exiting with a driver of a school bus as an escort;
 - b. Proper behavior and conduct of pupils to safely enter and exit a school bus, including entering and exiting with a driver of a school bus as an escort;
 - c. Behavior and conduct of pupils while on a school bus that will enhance the safety of the pupils;
 - d. Evacuation of pupils from a school bus; and
 - e. The location of emergency equipment on a school bus.
3. The board of trustees of each school district shall adopt regulations regarding practice of emergency evacuation procedures and safety programs, including the practices and participation in such programs at the beginning of any field trip by school bus. (NRS 392.375)

ON DUTY/DRIVING TIME

On duty time is defined as all the time from the time a driver begins to work or is required to be in readiness to work until the time you are relieved from work and all responsibility for performing work. On duty time shall include:

1. All time at a facility or on any public property, waiting to be dispatched, unless the driver has been relieved from duty.
2. All time inspecting equipment, servicing or conditioning any commercial motor vehicle.
3. All driving time. Defined as all time spent at the driving controls of a commercial motor vehicle in operation.
4. All time, other than driving time, in or upon any commercial motor vehicle.
5. All time needed for loading/unloading, supervising or assisting the loading/unloading of students, and any time waiting in readiness to operate the commercial motor vehicle.
6. All the time used for repairing, obtaining assistance, or remaining in attendance upon a disabled commercial motor vehicle.
7. All the time spent providing a breath sample or urine specimen, including travel time to and from the collection site, in order to comply with the random, post-accident testing.
8. Performing any other work in the capacity of, or in the employ or service of, a common, contracted or private motor carrier.

FMVSS standards do not permit you to be on duty for more than 60 hours in any 7 consecutive days if the employing motor carrier does not operate commercial motor vehicles every day of the week.
(FMVSS 395.2)

INFORMATION YOU'LL NEED

Listed below is information you will need to know from your district office in order to have a successful trip.

1. **Be familiar with the bus:** Make sure you are familiar with the bus you are taking on the trip and be sure to do a thorough pre-trip inspection prior to departing.
2. **Location:** Make sure to know the location where you are going and the location where you are picking up passengers. Get there early for equipment loading and last minute instructions. Get to know your passengers.
3. **Time of departure and arrival:** Know the time you are departing and when you are scheduled to arrived at your destination. **Remember that you cannot drive a loaded school bus faster than 55 mph, no matter what state you travel too.** Communicate this to your passengers.
4. **Chaperone(s):** Know who your chaperones will be. Explain the safety and discipline rules on the bus. Make sure your chaperones are familiar with evacuation procedures, you'll need their help in the event of an emergency. Chaperones should convey this information to their students and aides. However, as the driver, you are the final authority on the bus. If anything goes wrong on the bus, submit a written report to your supervisor.
5. **Passengers:** You will need a list of names, addresses and phone numbers, provided by your school, of everyone you are transporting. In case of accident, the police will require this information.

6. **Extra Equipment:** Know what type of extra equipment the trip requires you to carry. Since some school buses don't have luggage racks and state law does not allow you to block an aisle you will need to be sure that you have proper storage space for extra equipment. Drivers shall not permit any greater quantity of freight, express, or baggage in vehicles than can be safely and conveniently carried without causing discomfort or unreasonable annoyance to passengers. **In no event shall aisles, doors, steps, or emergency exits be blocked.**
7. **Route to be followed:** Get maps, let your district personnel know the route you'll be taking and your estimated time of arrival. Make sure someone is expecting you at your destination. Check on weather conditions.
8. **Rest Stops:** During your trip you should attempt to stop every 2 hours to refuel, allow your students to use the restroom or to eat. Every time your passengers leave the bus, arrange a time and place for reboarding. Make sure to account for all passengers prior to departure. Inspect your school bus to make sure it is in safe operating condition. **If you the bus unattended it is important to check for vandalism.** Check for cut tires, sharp objects under the tires, severed brake lines, spark plug wires crossing, broken light bulbs, etc.
9. **Stop at all inspection stations:** You are required to stop at all inspection stations even though your school bus is inspected by the Nevada Highway Patrol twice a year. Be prepared to show that you conducted your pre-trip inspection.
10. **Evacuation drill:** Nevada law requires that you conduct emergency evacuation drills prior to each field trip by school bus (NRS 392.375)
11. **Check yourself:** Make sure to check yourself throughout the trip to make sure you are in safe operating condition. Never exceed your own ability to operate the bus for your passengers are much too precious to endanger by pressing to finish a trip on schedule. Remember you can only operate a bus 10 hours in a 15-hour period, then you are required to rest for 10 hours.

Never fuel a bus with passengers on board.

PROBLEMS THAT CAN OCCUR ON A FIELD TRIP

As a driver, you may be called upon to drive special trips with various groups. These may occur between regular home-to-school routes, late afternoon, evenings, or on weekends. Driving field trips can present problems that are different from regular home-to-school routes. Here is a list of just a few things that you should consider before being assigned a field trip.

1. Being assigned to drive a bus other than the one you usually drive.
2. Transporting different age groups.
3. Driving long periods at one time.
4. Driving roadways and freeways and driving in and out of cities that you may not be familiar with.

5. Driving at night.
6. Driving in all kinds of weather and road conditions.
7. Transporting extra equipment.
8. Working with chaperones and/or teachers.
9. Adjusting to the activities and the spirit of the trip.
10. Handling emergencies that may occur away from home.

CHAPTER 9: EMERGENCY PROCEDURES

INTRODUCTION

As statistics have continually shown, school buses are one of the safest modes of transportation in the United States. School buses are the most cost efficient mass transportation system, comprised of over 370,000 school buses, transporting more than 22 million passengers daily in excess of 4 billion miles annually. However careful, accidents will happen. When an accident does occur it is generally more serious than one involving cars alone. The weight of the bus is greater, and the number of people involved higher. There will also be instances where you may need to evacuate the bus during an emergency. Outlined below will be procedures for accidents, emergency equipment, and evacuation procedures

GENERAL SAFETY RULES

No given procedure can cover every type of emergency that may arise. However, the procedures given here should be followed as closely as possible.

1. Get students completely out of danger before attempting any other action.
2. Do not endanger yourself by fighting a fire, follow your training to the fullest.
3. Do not allow students to re-enter the bus until the fire department has checked the bus and assured you that the fire, minor or not, has been extinguished.
4. If mechanical damage is suspect, do not reload the bus until a qualified mechanic has checked it and it is safe to use.
5. If told to do so by the proper authority, move the bus.
6. Make sure the bus is empty of passengers when fueling.

**Always contact the
proper officials
according to your
school district policy.**

EMERGENCY EVACUATION INSTRUCTION and DRILLS

At least twice each school year, a school district shall require all the pupils in the school district who ride a school bus to practice the evacuation of a school bus and to receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during an evacuation.

Each school district shall adopt a safety program, which includes:

1. The procedure for pupils to safely enter and exit a school bus, including entering and exiting with a driver of a school bus as an escort;
2. Proper behavior and conduct of pupils while in areas around a school bus where a high risk of danger to pupils exists, including the area that is used to load and unload;
3. Behavior and conduct of pupils while on a school bus that will enhance the safety of the pupils;
4. Evacuation of pupils from a school bus; and

5. The location of emergency equipment on a school bus.

If a parent or legal guardian enrolls his child in preschool, kindergarten or grades 1 to 6, and the child will be riding a school bus for the first time, the school shall provide the parent or legal guardian, upon enrollment, with written information concerning the safety of pupils on a school bus. The information must include:

1. A description of each location that is designated to load and unload a school bus which is in geographical proximity to the pupil's residence;
2. The rules of conduct for pupils on a school bus and at an area that is designated for pupils to enter and exit a school bus;
3. Instructions for the operation of a motor vehicle;
 - a. At school crossing zones and in areas that are designated to load and unload a school bus; and
 - b. When a driver of a school bus operates a system of flashing red lights.
4. Behavior and conduct for pupils who walk to and from an area that is designated for pupils to enter and exit a school bus that will enhance the safety of the pupils. (NRS 392.375)

REASONS FOR EMERGENCY EVACUATIONS

There are few situations you may encounter that would require the emergency evacuation of the school bus. Listed below are some reasons that would require an actual emergency evacuation:

1. **Fire or the danger of fire:** Being near an existing fire and unable to move the bus, or being near the presence of gasoline or other combustible material is considered dangerous and pupils should be evacuated. The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Pupils should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the driver has determined that the danger has passed. Your fire extinguisher can be used to put out smaller fires.
2. **Unsafe position:** When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine, based on road and weather conditions, whether it is safer for pupils to remain on or evacuate the bus.
3. **In the path of a train:** If the final stopping point is the path of a train or adjacent to railroad tracks.
4. If the bus stops in a position where there's **a risk that the bus may change position** and increase the danger. (A bus coming to rest near a body of water or a spot where it could go over a cliff.) The driver must be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.
5. The position of the bus is such that there is **danger of collision**.
6. **Sight Distance:** If the stopped position of the bus is not visible for a distance of 30feet or more. A position over a hill or around a curve where such visibility does not exist.

In an emergency situation, your bus may be commandeered to provide emergency transportation. Cooperate with all authorities.

ACCIDENT PROCEDURES

Although accidents are rare, when they occur it is important to follow certain procedures. The driver must know and take steps to avoid further confusion, injury and property damage in the event of an accident:

1. Stop the bus and do not move it without permission of the investigating officer.
2. Set the brake, turn off ignition and activate hazard lights.
3. Remain calm and survey the scene.
4. Account for all students and render first aid as required.
5. Notify the proper authorities.
6. Evacuate bus if necessary.
7. Place emergency warning devices.
8. Secure the scene.
9. Collect the names of students and establish a seating chart. Law enforcement officials will require a seating chart at the time of the accident.
10. Do not discuss the accident
11. Do not release any of your students unless authorized.

**Remain calm, and DO
NOT MOVE THE
BUS!**

Any statement you make about the accident can be used in court. Do not discuss causes of the crash with others involved. Do not admit guilt; let the case be handled by the proper authorities.

BREAKDOWNS

Despite the best preventative care your school district mechanics provide, mechanical breakdowns cannot always be avoided. If these breakdowns occur while school children are on board, it can be especially dangerous. The most important thing to remember, is not leave the bus while there are children on board. If you experience a mechanical breakdown, you should:

1. Slow down, activate your turn signal, move to the far right lane. You can also pull off onto a shoulder in order to prevent an accident.
2. Set the parking brake, turn off the ignition, set hazard lights, and remove the keys.
3. Evacuate the bus only if necessary. (See emergency evacuation in this chapter.)
4. Contact the appropriate official as outlined by your school district.
5. Place emergency warning devices as described in “Emergency Warning devices” later in this chapter.

6. Follow school district official instructions.

EMERGENCY EQUIPMENT

Each school bus in Nevada is required to carry certain equipment in case of an emergency. Nevada Administrative Code requires:

1. **Flashing Red Lights:** Every school bus operated for the transportation of pupils to and from school bus be equipped with a system of flashing red lights that the driver shall operate when the bus is stopped to load/unload pupils, and in times of emergency or accident. (NRS 392.410)
2. **First Aid Kit:** Each school bus must have a removable moisture-proof first aid kit in an readily accessible place in the driver's compartment. It shall be properly mounted (and secured) and identified as a first aid kit. The location for the first aid kit shall be marked.

Minimum contents include:

- 2 1" x 2 1/2 yards adhesive tape rolls;
- 24 Sterile gauze pads;
- 50 3/4" x 3" adhesive bandages;
- 8 2" bandage compress;
- 10 3" bandage compress;
- 2 2" x 6' sterile gauze roller bandages;
- 2 Non-sterile triangular bandages minimum 39" x 35" x 54" with 2 safety pins;
- 3 Sterile gauze pads 36" x 36";
- 1 rounded-end scissors;
- 1 pair Medical Examination gloves;
- 1 Mouth-to-mouth airway.

Note: Your school district will provide you with a box of regular bandages to use for those minor injuries. This prevents unnecessary opening of the first aid kit.

(Nevada School bus Standards, page 23)

3. **Body Fluid Clean Up Kit:** Each school bus shall have a removable and moisture-proof body fluid clean-up kit accessible to the driver. It shall be properly mounted and identified as a body fluid clean-up kit.

Minimum contents include:

- 1 Packet of a solution that contains a red-10 dye and that is used to solidify bodily fluids;
- 2 Antiseptic wipes;
- 1 Antimicrobial wipe for cleanings hands
- 1 Disposal germicidal wipe;
- 1 Pair of latex gloves;
- 1 Safety shield;

- 1 Red bag that is marked “biohazard”

Note: As used in this section, “biohazard” means a biological agent that may be hazardous to the person or the environment.

(Nevada School Bus Standards, page 23)

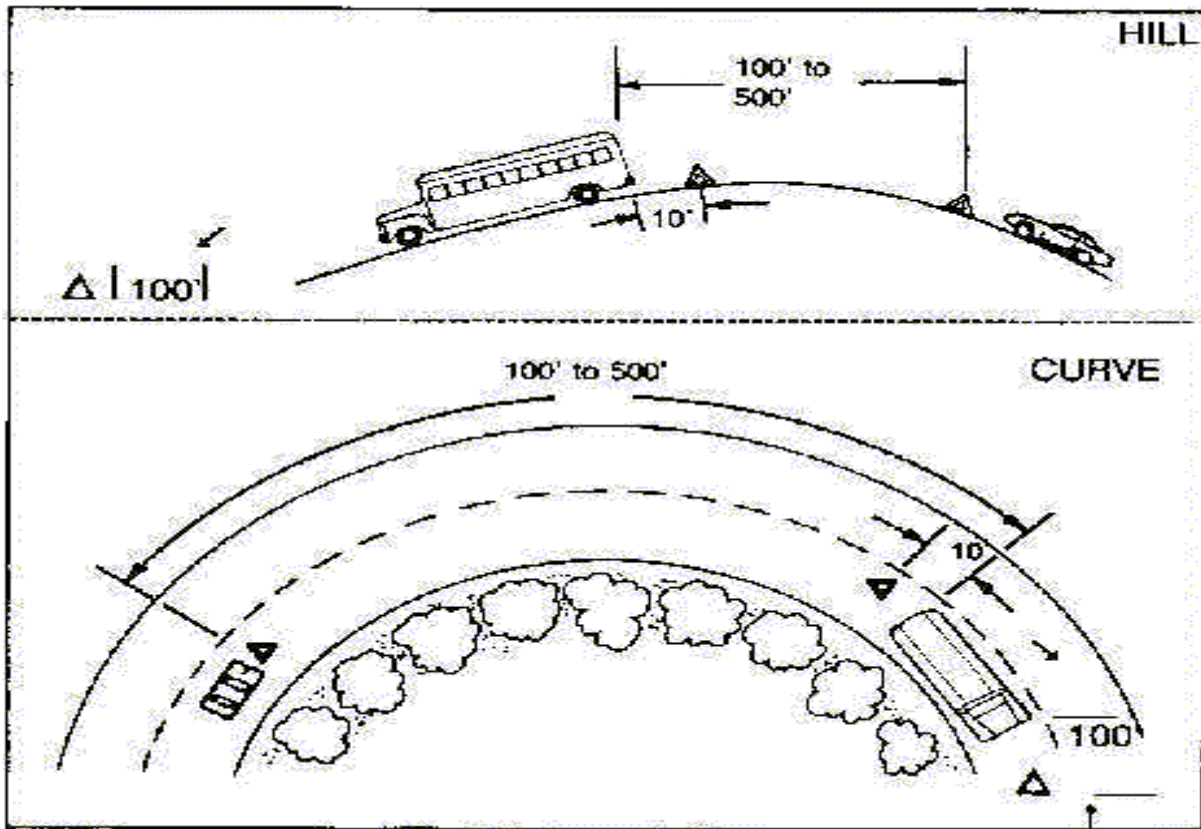
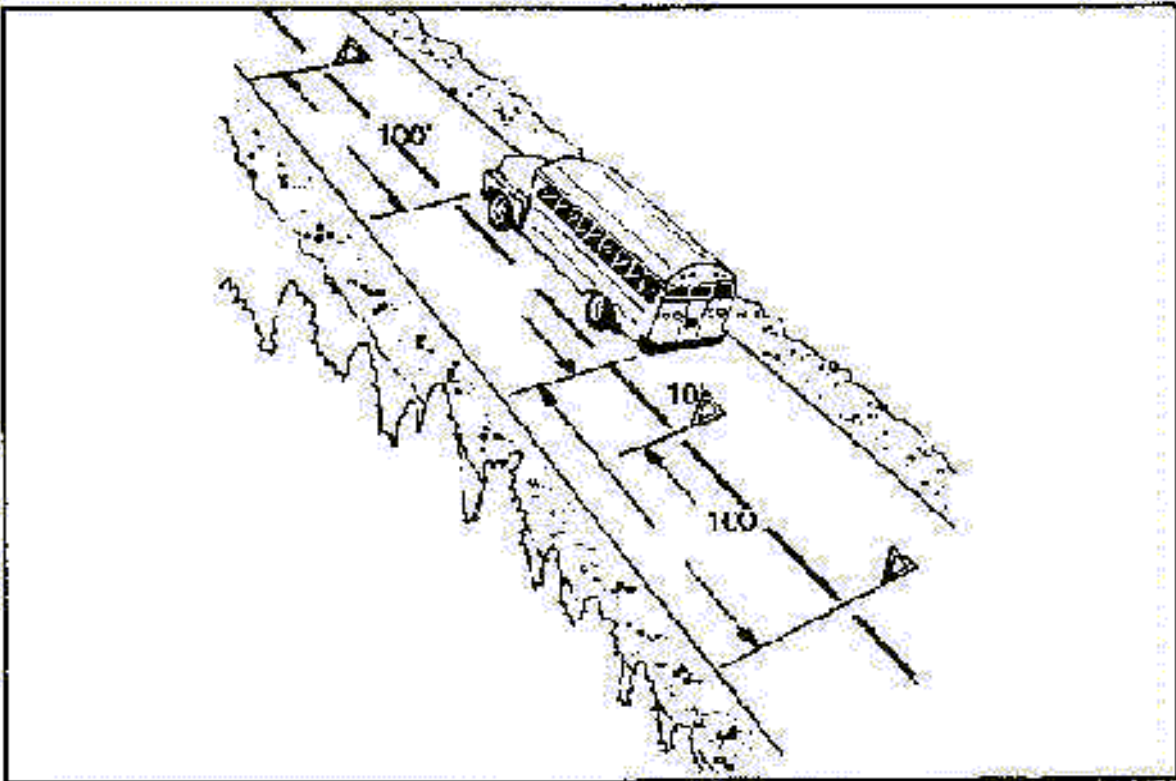
4. **Emergency Warning Devices:** Each school bus shall contain at least three (3) reflectorized triangle road-warning devices mounted in an accessible place. These devices must meet requirements in FMVSS 125. (Nevada School Bus Standards, page 23)
5. **Fire Extinguisher:**
 - a. The bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher. Extinguisher shall be mounted (secured) in a bracket, located in the driver’s compartment and readily accessible to the driver and passengers and have a current certification tag. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its secured position.
 - b. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal that will not interfere with the use of the fire extinguisher. (Nevada School Bus Standards, page 22)

EMERGENCY WARNING DEVICES

Each school bus must be equipped with at least three warning devices that meet the requirements set forth in 40 C.F.R. §571.125, and are mounted in an accessible place in the school bus. Any emergency equipment stored on a school bus may be mounted in an enclosed compartment if the compartment is labeled with letters that are not less than 1 inch in height and that indicate the contents of the compartment.

FMVSS requires that whenever a commercial motor vehicle is stopped on the highway or shoulder of a highway for any cause other than necessary traffic stops, the driver shall place emergency warning devices as soon as possible, but within 10 minutes of the breakdown. The warning devices must be placed:

1. On the traffic side of the stopped commercial motor vehicle, within 10 feet to the front or rear of the vehicle;
2. One at a distance of approximately 100 feet to the rear of the stopped commercial motor vehicle, and one at a distance of approximately 100 feet to the front of the stopped commercial motor vehicle in the center of the traffic lane or shoulder occupied by the bus and in a direction towards traffic approaching in either direction. (FMVSS 392.22)
3. If you can’t remember where to place emergency warning devices, check the inside lid of the reflector box for instructions.



EVACUATION PROCEDURES

The bus driver must quickly evaluate any emergency situation and determine the immediate steps to be taken. In some instances, it may be best to keep passengers on the bus. Fire, a traffic accident, or another serious incident may require that all persons riding on a school bus leave the bus as soon as possible. To prevent injury or lessen the chance of further injuries, every rider of a school bus must be trained in emergency evacuation procedures.

The school bus driver must always be obeyed in carrying out drills or a real evacuation. Here are some suggested evacuation procedures:

Never leave students unattended to seek assistance

1. Park the bus as close to the shoulder of the road as possible;
2. Set the parking brake, turn off the engine, and activate the hazard lights;
3. Stand facing the rear of the bus;
4. Give the command “remain seated” and prepare to evacuate;
5. Turn toward the front of the bus;
6. Move backward to the first occupied seats;
7. Starting with either the left or the right seat;
8. Touch the shoulder of the person nearest to the aisle to indicate that the passengers in that seat are to move off;
9. Keep the passengers in the opposite seat seated by holding your hand, palm out in a restraining gesture, until the aisle is clear;
10. Move out the passengers in the opposite seat, using the same signal;
11. Move backward up the aisle, repeating this procedure at each seat until the bus is empty;
12. Check the bus from the very back seat to the front, making sure it is empty;
13. Have evacuating students move to a safe distance and keep them there as a group, away from any dangerous area;
14. Continue to check for students while removing the fire extinguisher or first-aid kit, if needed;
15. Call or have someone call the fire department, the garage, and the school, as necessary.

A fire at the front of the bus may make the regular entrance unusable and an alternative route of evacuation necessary. Normally the front entrance will be available, but the emergency door can be used as the primary exit. Evacuation through both doors is fastest, with the rear monitor working forward seat by seat and the driver working backward seat by seat. Newer buses also have emergency window exits in the middle of each side and an emergency door exit on the left and right side. The windshield and rear windows can also be pushed out to facilitate evacuation. If the bus is on its side, roof hatches can be used.

DUTY TO RENDER AID

Nevada Revised Statutes require the driver of any vehicle in an accident resulting in injury to, or death of any

person or damage to any vehicle or other property which is driven or attended by any person shall:

1. Give his name, address and the registration number of the vehicle he is driving, and shall upon request exhibit his license to operate a motor vehicle to any person injured in such an accident.
2. Give such information and upon request, surrender such license to any police officer at the scene of the accident or who is investigating the accident; and
3. Render to any person injured in such an accident reasonable assistance, including the carrying, or the making of arrangements for the carrying, of such person to a physician, surgeon or hospital for medical or surgical treatment if it is apparent that such treatment is necessary, or if such carrying is requested by the injured person.

(NRS 484.223)

CHAPTER 10: FIRST AID

INTRODUCTION

Your main concern as a bus driver is the safety of the students you transport. Although most trips occur without incident, it is always best to be prepared for any emergency. Basic First Aid is important knowledge for any school bus driver and the objective is to save a life. The immediate and temporary care given to the victim of an accident until professional medical assistance is available can make the difference.

You are not expected to be a paramedic; however, all of us should take first aid courses when available. It is your responsibility to check the First Aid Kit and Body Fluid Kit on a regular basis to assure that all required contents are present. Make sure to familiarize yourself with its contents and how each item is used.

FIRST STEPS IN PROVIDING FIRST AID

In order to provide appropriate care in an emergency situation you must first survey the situation and provide first aid to those who need it most. The accident can involve 1 or many persons and can range in levels of seriousness. The first step is to survey the situation and provide appropriate first aid to those who need it, while contacting officials for professional assistance.

THE GOOD SAMARITAN LAW

Nevada Revised Statutes 41.500 states that any person in this state, who renders emergency, gratuitously and in good faith, is not liable for any civil damages as a result of any act or omission, not amounting to gross negligence, by him/her in rendering the emergency care or assistance, or as a result of any act or failure to act, not amounting to gross negligence, to provide or arrange for further medical treatment for the injured person.

UNIVERSAL PRECAUTIONS FOR THE SPREAD OF INFECTIOUS DISEASES BY BODY FLUIDS

School bus drivers deal with children who have scraped their knees, who are ill, have cut themselves or are special needs children with various health related issues. You need to be aware of the potential danger of blood borne pathogens. The Occupational Safety & Health Administration (OSHA) has created a standard that provides you with a method of reducing the risk of contracting an infectious disease from body fluids on the job.

1. Body Fluid Clean-Up Kit

Each school bus shall have a removable and moisture-proof body fluid clean-up kit accessible to

the driver. It shall be properly mounted and identified as a body fluid clean-up kit.

Minimum contents include:

- 1 Packet of a solution that contains a red-10 dye and that is used to solidify bodily fluids;
- 2 Antiseptic wipes;
- 1 Antimicrobial wipe for cleanings hands
- 1 Disposal germicidal wipe;
- 1 Pair of latex gloves;
- 1 Safety shield;
- 1 Red bag that is marked "biohazard"

Note: As used in this section, "biohazard" means a biological agent that may be hazardous to the person or the environment.

(Nevada School Bus Standards, page 23)

2. **Cleaning Body Fluid Spills**

The following procedures for cleaning up body fluid spills (blood, feces, urine, semen, vaginal secretions, vomit) need to be followed at all times.

- a. Wear disposable gloves. You need to wear disposable gloves when you have hand contact with blood or potentially infectious materials. If gloves are not available, or unanticipated contact occurs, hands and other affected areas should be washed with soap and running warm water immediately after contact. If not possible, wipe your hands thoroughly with the germicidal wipe provided in the Body Fluid Clean-Up kit.
- b. Small spills can be cleaned with paper towels or tissues. After soil is removed, use clean paper towels, soap and water or disinfectant wash to clean the area. For larger spills you can use the packet of solution to solidify body fluids in your Body Fluid Clean-Up kit.
- c. Remove gloves and place into the plastic bag with the waste and other cleaning materials. Upon returning to the bus garage, remove the plastic bag and dispose in accordance with school district policy.
- d. The driver should wash his/her hands with soap and running warm water.

3. **Work Place Transmission**

As different as the outcomes of blood borne diseases may be, the way they are transmitted in the workplace is essentially the same.

- a. HBV, HIV, and other pathogens may be present in blood and other materials such as:
 - i. Semen and vaginal secretions;
 - ii. Torn or loose skin, and
 - iii. Unfixed tissue or organs.
- b. Blood borne pathogens can cause infection by entering your body in a variety of ways including
 - i. Open cuts;
 - ii. Nicks;
 - iii. Skin abrasions;

- iv. Dermatitis;
- v. Acne; and
- vi. The mucous membranes of your mouth, eyes or nose.
- c. Special education employees should take extra caution while working with severely disabled children. Some disabled children:
 - i. May be more vulnerable to injury;
 - ii. May have special medical needs; or
 - iii. Are more dependent on adults for personal care.

4. **Housekeeping Rules**

- a. All equipment and environmental working surfaces must be cleaned and decontaminated with an appropriate disinfectant or a 10 percent bleach-to-water solution as soon as possible after contact with blood or other potentially infectious materials.
- b. Never pick up broken glass with bare hands. Always wear gloves, use tongs or a broom and dustpan.
- c. Place contaminated sharp objects and other potentially infectious waste in labeled or color-coded, leak-proof, puncture-resistant containers that are closeable and easily accessible to those who use them.
- d. Handle contaminated laundry as little as possible according to school district policy.

5. **Indirect Transmission**

- a. Blood borne diseases can also be transmitted indirectly. This happens when you touch an object or surface contaminated with blood or other infectious materials and transfer the infection to your:
 - i. Mouth;
 - ii. Eyes;
 - iii. Nose; and
 - iv. Open skin
- b. Contaminated surfaces are a major cause of the spread of hepatitis. HBV can survive on environmental surfaces dried and at room temperatures for at least one week.

**Take all contaminated or sharp objects
to the appropriate disposal box.**

6. **Exposure Control plan for Transportation Service**

- a. OSHA standards require your school to create and make available to every employee an Exposure Control Plan. The ECP will:
 - i. Identify the personnel covered by the standard;
 - ii. Analyze the potential hazards of each job description; and
 - iii. Determine what measure will be taken to reduce the risk of exposure to blood borne pathogens on the job.
- b. The keys to preventing infection are:
 - i. Understanding the dangers you face; and
 - ii. Knowing how to protect yourself.

**State law prohibits disclosure of the identity of
anyone with an infectious disease.**

UNIVERSAL PRECAUTIONS

Most approaches to infection control are based on a concept called Universal Precautions. It requires that you consider every person, all blood, and most body fluids to be potential carriers of infectious disease. Many people who carry infectious disease have no visible symptoms and no knowledge of their condition. HIV and HBV infect people from all age groups, socioeconomic class and every state and territory.

Mouth-to-mouth airways or mechanical emergency devices are designed to isolate you from contact with a victim's saliva and body fluids. Avoid using unprotected mouth-to-mouth resuscitation. Students or co-workers may have blood or other infectious materials in their mouth and may expel them during resuscitation.

Report all incidents of harassment to the appropriate school district officials.

FIRST AID

This section is designed to provide awareness about procedures that would help you assist a student who is sick or injured while on your bus. First aid is the immediate but temporary care given until trained emergency personnel arrive. It is not intended to prepare you for first aid proficiency, but to outline some very basic information about specific but limited circumstances that might exist on or around your school bus.

The ability to apply proven first aid procedures could be vital to the life and emotional well-being of someone who is injured or afflicted by illness. It is strongly suggested that you complete the American Red Cross/American Heart Association course in first aid or certified CPR course.

Any emergency situation that requires special attention to a few will affect the entire population on the school bus. The student's emotional state and natural apprehension must be addressed, as well as any physical problems. Many students relate bleeding to death. Take immediate action to reduce fear and confusion, cover any bleeding wound from the student's vision and take control of the situation by staying calm, using simple language and soft speech, giving directions to students and project a caring, reassuring attitude towards all students.

1. First Aid Kits

Each school bus must have a removable moisture-proof first aid kit in an readily accessible place in the driver's compartment. It shall be properly mounted (and secured) and identified as a first aid kit. The location for the first aid kit shall be marked.

Bandages should be kept separate from the First Aid Kit

Minimum contents include:

- 2 1" x 2 ½ yards adhesive tape rolls;
- 24 Sterile gauze pads;
- 50 ¾" x 3" adhesive bandages;
- 8 2" bandage compress;
- 10 3" bandage compress;
- 2 2" x 6' sterile gauze roller bandages;
- 2 Non-sterile triangular bandages minimum 39" x 35" x 54" with 2 safety pins;
- 3 Sterile gauze pads 36" x 36";
- 3 Sterile eye pads
- 1 Rounded-end scissors;
- 1 Pair Medical Examination gloves;
- 1 Mouth-to-mouth airway.

note: Your school district will provide you with a box of regular bandages to use for those minor injuries. This prevents unnecessary opening of the first aid kit.

(Nevada School bus Standards, page 23)

MEDICAL EMERGENCIES

1. Asthma

Asthma is a respiratory condition in which the student suffers the onset of constricted passages in the lower airway and it becomes progressively more difficult to breathe. Asthma can be a life threatening condition that may develop suddenly, or over several days.

You need to be aware that both mild and moderate asthmatics are subject to unexpected severe attacks, and that minor respiratory infections such as colds and flu, as well as seasonal changes, may cause an asthmatic condition to worsen. Treat the condition with care, as the effects are sudden and serious.

a. Signs and symptoms of an asthma attack are:

- i. Pale, cool, clammy skin;
- ii. Shortness of breath, using all the chest and diaphragm muscles to breathe;
- iii. Wheezing-a high pitched raspy sound on breathing;
- iv. Anxiety;
- v. Exhaustion;
- vi. Rapid, weak pulse;
- vii. Cyanosis;
- viii. Severe asthma attack-collapse, leading to eventual respiratory arrest.

b. Care and treatment:

- i. Sit the person comfortably upright;
- ii. Be calm and reassuring;
- iii. Locate the asthmatic's inhaler and shake;
- iv. Place mouthpiece in person's mouth and fire 1 puff into mouth;

- v. Ask the person to breath in and out normally for about 4 breaths;
- vi. Wait 4 minutes. If there is little or no improvement, repeat the above steps.

2. Bites and stings:

Bites and stings are ingested poisons. Snakes, bees, spiders and wasps are some the creatures that can bite or sting a student. These bites and stings can sometimes cause violent reactions in some students who may be allergic to them.

a. Signs and symptoms:

- i. Puncture marks;
- ii. Anxiety;
- iii. Pale, cool skin with progressive onset of sweating;
- iv. Rapid, weak pulse;
- v. Rapid, shallow breathing or breathing difficulties;
- vi. Difficulty swallowing and speaking;
- vii. Blurred vision;
- viii. Abdominal pain;
- ix. Nausea and/or vomiting;
- x. Headache;
- xi. Intense pain at site of bite;
- xii. Localized redness and swelling;

b. Care and treatment:

- i. Apply direct pressure over bitten area:
- ii. Obtain history of student, like allergies etc.;
- iii. Use cold compress to reduce swelling.

3. Bleeding

Blood is moved around the body under pressure by the cardiovascular system-the heart and blood vessels. Without adequate blood volume and pressure, the human body soon collapses. Bleeding or hemorrhage poses a threat by causing the volume and the pressure of the blood within the body to decrease through blood loss.

There are several types of bleeding that occur. External bleeding is associated with wounds that are caused by cutting, perforating or tearing the skin. Serious wounds involve damage to blood vessels.

a. Types of wounds:

- i. **Incision** is the type of wound made by ‘slicing’ with a sharp knife or sharp piece of metal;
- ii. **Laceration** is a deep wound with associated loss of tissue – the type of wound barbed wire would cause;
- iii. **Abrasion** is a wound where the skin layers have been scraped off;
- iv. **Puncture** wounds are perforations, and may be due to anything from a corkscrew to a bullet;

- v. **Amputation** is the loss of a limb by trauma.
- b. Care and treatment:
 - i. Use universal precautions;
 - ii. Apply pressure to the wound to stop bleeding by using a sterile bandage;
 - iii. Raise and support the injured part above the level of the heart. Elevation of an injured limb forces the blood to flow to the heart and keeps the blood from pooling in the lower part of the affected limb.

4. **Internal bleeding**

Internal bleeding is classified as either visible, in that the results of the bleeding can be seen, or concealed, where no direct evidence of bleeding is obvious. Internal bleeding is always to be considered a very serious matter, and urgent medical aid is necessary.

- a. Visible internal bleeding:
 - i. Bleeding in the lungs – frothy, bright red blood coughed up by the student;
 - ii. Anal or vaginal bleeding – usually red blood, mixed with mucous;
 - iii. Bleeding in the stomach – dark coffee grounds, or red blood in vomit;
 - iv. Bowel, or intestinal bleeding – dark, loose, foul smelling stools;
 - v. Bleeding in the urinary tract – dark or red colored urine.
- b. Signs and symptoms:
 - i. Pale, cool, clammy skin;
 - ii. Thirst;
 - iii. Rapid, weak pulse;
 - iv. Rapid, shallow breathing;
 - v. Guarding of the abdomen, in fetal position;
 - vi. Pain or discomfort;
 - vii. Nausea and/or vomiting;
 - viii. Swelling;
- c. Care and treatment:
 - i. Position the student on back, elevate legs, is possible;
 - ii. Give nothing by mouth.

5. **Choking**

Choking is the result of a foreign object being lodged in the airway (trachea). In some instances, the object lodges at the epiglottis – the entry to the airway – but does not enter the trachea. There are partially blocked airways and completely blocked airways. Both cases cause initial coughing, the body's reflex action to dislodge the object.

If an object is firmly lodged in the airway, coughing at least keeps it high in the trachea, though may not expel it. Coughing with an object at the entrance of the airway, however, will generally cause it to be expelled.

Should you encounter a person with an apparent obstruction who is **COUGHING**

EFFECTIVELY, DO NOT SLAP them on the back. If the obstruction is at the entrance to the trachea, then reactions to the slaps may cause the person to inhale the object and cause complete obstruction.

If a casualty initially coughs to no effect, and appears to be in increasing distress, then the object may be totally obstruction the airway.

- a. Signs and symptoms:
 - i. Difficulty or absence of breathing;
 - ii. Inability to speak or cough;
 - iii. Agitation and distress – grabbing the throat;
 - iv. Cyanosis;
 - v. Eventual collapse
- b. Care and treatment:
 - i. Check mouth and clear any obstructions that may have come loose;
 - ii. Stand behind the student and wrap your arms around the student's waist;
 - iii. Make a fist with one hand;
 - iv. Place the thumb side of the fist against the student's abdomen in the midline and slightly above the navel;
 - v. Grasp the fist with the other hand and press the fist into the student's abdomen with a quick upward thrust;
 - vi. Each new abdominal thrust should be a separate and distinct movement.
 - vii. Repeat thrusts until victim expels the obstruction.
- c. Head tilt/chin lift maneuver:
 - i. Make sure to provide adequate neck and head extension;
 - ii. Turn student carefully without twisting the body, neck or head, onto the back;
 - iii. Place one hand on the student's forehead and apply a firm backward pressure with palm to tilt head back.
 - iv. Place fingers of the other hand under the bony part of the lower jaw near the chin and lift to bring the chin forward;
 - v. Never press deeply into the soft tissue under the chin. This might obstruct the airway;
 - vi. The thumb should never be used for lifting the chin;
 - vii. Look for obstruction. If foreign matter is visible, remove it with a hooked index finger;
 - viii. Gently pinch the nose closed with the hand that had been on the victim's forehead and administer two full breaths by:
 - ix. Taking a deep breath and sealing your mouth around the student's mouth;
 - (1) Adequate time is about 1 ½ seconds per breath;
 - (2) Take a breath after each ventilation;
 - (3) If two breaths don't work, give the victim six to eight abdominal thrusts.

6. Dehydration

Dehydration is a condition caused by the loss of fluids from perspiration and prolonged exposure to heat and humidity. When fluid loss exceeds input through drinking, dehydration occurs. Prolonged dehydration will lead to shock and could be fatal.

- a. Signs and symptoms:
 - i. Pale, cool, clammy skin;
 - ii. Rapid breathing;
 - iii. Profuse and prolonged sweating;
 - iv. Thirst;
 - v. Loss of skin elasticity;
 - vi. Sunken eyes in children.
- b. Care and treatment:
 - i. Complete rest indoors or in the shade;
 - ii. Remove unnecessary clothing;
 - iii. Give cool water to drink.

7. Diabetes

Diabetes is a condition, which is caused by an imbalance of sugar, or glucose, in the blood. Because all human cells require sugars as food, the body takes in complex sugars in a normal diet. So that the body's cells can use these sugars, the body, through an organ called the pancreas, secretes a protein hormone, called insulin, which attaches to the sugars. This allows the cells to recognize the sugars as food, and absorb the necessary glucose. Diabetes is due to an imbalance in the production of vital insulin.

- a. Signs and Symptoms:
 - i. Hot, dry skin;
 - ii. Smell of acetone (nail polish remover) on the breath;
 - iii. Drowsiness;
 - iv. Unconsciousness, progressing to coma;
 - v. Profuse sweating;
 - vi. Pallor;
 - vii. Hunger;
 - viii. Confused or aggressive;
 - ix. Rapid pulse;
 - x. May appear drunk;
 - xi. Seizures.
- b. Care and treatment:
 - i. If conscious, give sweet drink (avoid diet sodas)
 - ii. Repeat of student responds;
 - iii. Assist with medication and encourage ingestion of food high in carbohydrates.
 - iv. **DO NOT** attempt to give insulin injection;
 - v. Avoid putting fingers in student's mouth;

8. Epilepsy

Epilepsy is a disorder that briefly interrupts the normal electrical activity of the brain. Normally, neurons, which are cells that carry electrical impulses, form a network, allowing communication between the brain and the rest of the body. Neurons “fire” or send electrical impulses toward surrounding cells, stimulating neighboring cells to fire at one time, causing an “electrical storm” within the brain, which results in physical changes called seizures.

In 70 percent of all cases the cause of epilepsy cannot be identified. Head injuries, strokes, brain tumors, infections such as meningitis, lead poisoning or injury during childbirth mostly causes the remaining 30 percent. There are many different types of seizures.

a. Types of seizures:

- i. Tonic clonic, of “fits”, also known as grand mal, are readily identified by the uncontrolled body spasms with accompanying and attack;
- ii. Absence, also known as petit mal, cause the person to lose contact with his or her surroundings for a few minutes, with little or no outward sign that anything is wrong;
- iii. A complex or partial, which is also known as psychomotor or temporal lobe, is accompanied by impaired consciousness and recall. It may also involve staring, automatic behavior such as lip smacking, chewing, tumbling, walking, grunting, repetition of words or phrases, or other symptoms and signs;
- iv. A simple partial produces a sudden shock-like jolt to one or more muscles that increases muscle tone and causes movement. These sudden jerks are like those that occur in healthy people as they fall asleep.

b. Signs and symptoms:

- i. Fixed stare or apparent doze; Very young sufferers may drool;
- ii. No reaction to stimuli;
- iii. Rapid return to normal after two or three minutes.

c. Care and treatment:

- i. Reassurance

d. Seizures:

- i. The epileptic may feel an ‘aura’ – a feeling of light headedness heralding a seizure;
- ii. Seizure usually starts with a cry as the diaphragm spasms and forces air from the lungs;
- iii. Collapse and momentary rigidity;
- iv. Uncontrolled spasmodic movements of head, limbs and body;
- v. Cyanosis – the casualty is not breathing;
- vi. May be loss of bladder and/or bowel control;
- vii. Spasms usually subside after three minutes – student regains control of the tongue and commences breathing normally;
- viii. Student remains in a drowsy state for a period after the seizure.

e. Care and treatment:

- i. Protect the student from injury by moving any possible objects that the student could injure themselves on, and pad the head;
- ii. Allow the seizure to run its course;
- iii. On cessation of the seizure, check airway, breathing;

- iv. Place student in a stable side position and allow to recover in a quiet place. After the seizure, let the person sleep if they wish;
- v. Do not put anything, including fingers, into the student's mouth;
- vi. Avoid well-meaning bystanders who will insist on pulling the tongue out to avoid "swallowing the tongue". Epileptics cannot swallow their tongues.

9. Fractures

When a bone is broken, or fractured, it affects not only blood production and function, but there are also complications associated with the muscles, tendons, nerves and blood vessels which are attached, or are close, to the bone.

- a. Types of fractures:
 - i. Open – where the bone has fractured and penetrated the skin leaving a wound;
 - ii. Closed – where the bone has fractured but has no obvious external wound;
 - iii. Complicated – which may involve damage to vital organs and major blood vessels as a result of the fracture.
- b. Signs and symptoms:
 - i. Pale, cool, clammy skins;
 - ii. Rapid, weak pulse;
 - iii. Pain at the site;
 - iv. Tenderness;
 - v. Loss of power to limb;
 - vi. Associated wound and blood loss;
 - vii. Nausea.
- c. Care and treatment:
 - i. Treat wounds;
 - ii. Pad wound;
 - iii. Apply adequate splint, if possible;
 - iv. Elevate injury;

10. Heat Stroke

Heat stroke should not be confused with sunstroke. Sunstroke is a common ailment suffered by those who remain in the sun too long. Heat stroke is potentially fatal. The body's temperature regulation center in the brain has been rendered inoperable, and the temperature continually rises, causing eventual brain damage.

- a. Signs and symptoms:
 - i. Flushed, hot, dry skin;
 - ii. The student has stopped sweating;
 - iii. Rapid pulse, gradually weakening;
 - iv. Irrational or aggressive behavior;
 - v. Staggering gait, fatigue;
 - vi. Visual disturbances, headache, vomiting;
 - vii. Collapse and seizures.

- b. Care and treatment:
 - i. Complete rest indoors or in shade;
 - ii. Remove unnecessary clothing;
 - iii. Cool student down with ice packs to the neck, groin and armpits;
 - iv. Give fluids, cool water.

11. Hyperventilation

Hyperventilation can be stress-related or deliberate over-breathing. By deliberately over-breathing, the student causes the blood's carbon dioxide level to fall, resulting in distressing symptoms.

Hyperventilation may be precipitated by a number of causes, most of them related to anxiety, fear or irrational emotional outbursts. Reassurance and a calm approach often lead the student to calm down.

- a. Signs and symptoms:
 - i. Rapid respirations;
 - ii. Rapid pulse;
 - iii. A feeling of shortness of breath;
 - iv. Pressure, tightness or pain across the chest;
 - v. Anxiety;
 - vi. Blurred vision;
 - vii. Tingling in fingers and toes;
 - viii. Hand and finger spasms and pain;
 - ix. Fainting.
- b. Care and treatment:
 - i. Reassurance;
 - ii. Remove the cause of anxiety, if possible;
 - iii. If the student has fainted, lay student down with legs elevated;
 - iv. Monitor breathing.

12. Nose bleeds

- a. When a student nose bleeds, there are some immediate things you can do to stop the bleeding. Elevate the trunk of the body so that it is higher than the heart. Tilt the head forward and compress the nostril for five to ten minutes.

13. Shock

Shock is a severe body reaction to stress on the body, such as bleeding, fractures, or burns.

- a. Signs and symptoms:
 - i. Weak and rapid pulse;
 - ii. Cold and clammy skin;
 - iii. Profuse sweating;
 - iv. Discoloration (blue or paleness) of skin;
 - v. Shallow respiration;

- vi. Dilated pupil of the eye;
 - vii. Severe thirst;
 - viii. Nausea or vomiting.
- b. Care and treatment:
- i. Maintain airway;
 - ii. Control bleeding;
 - iii. Elevate lower extremities;
 - iv. Avoid rough and excessive handling;
 - v. Keep student warm;
 - vi. Keep student lying down;
 - vii. Give nothing by mouth. Never try to give liquid to a student who is not completely conscious and fully aware.

CHAPTER 11: HOSTAGE AWARENESS

Chances are slim a hostage situation will ever occur, but there are some basic survival tips which may help school bus drivers and attendants in an emergency. This is intended to inform, not cause unnecessary alarm or concern:

Bus drivers need to be aware that they are more visible and have up to 90 passengers in some cases. It's not just terrorist or extremist groups that you need to be concerned about. It could be a troubled student, employee, former employee, upset parent or some one who has lost control and not realize that they are committing an aggressive act. A hostage situation can occur simply because a student decided to board you bus with a weapon

There are several emotional stages a person can experience when a hostage encounter occurs. By being aware of the emotional stages a person goes through when a hostage situation occurs can better prepare you to deal with them.

The following are suggestions, you may facilitate a safe resolution to a hijacking/hostage situation.

EMOTIONAL STAGES

1. **Denial** – it is common for the victim to feel that “this can’t be! This is not happening to me”, or that “it’s just a joke”;
2. **The belief of immediate rescue** – do not mislead yourself by thinking you will be rescued right away. It is to your advantage for the situation to take time to resolve. There is more of an opportunity for negotiation with the captor, which can lead to a peaceful resolution;
3. **Try to hold onto reality** – make a determined effort to stay focused. Avoid the temptation to let your thoughts center around your family/loved ones, and what might become of them if something should happen to you.

THINGS “TO DO” IN A HOSTAGE SITUATION

1. **Bond with your captor:** Try to relate to them and build a relationship of understanding and sympathy. For example, if the IRS has taken their very last dime, the same has happened to you or someone close to you.
2. **Be human:** Do not allow the captor to view you as an object instead of a person. Let your captor know that you are a father or mother and that there are people who depend on you, even if there are none. Avoid having your head covered. This dehumanizes a person.
3. **Take mental notes:** Without being obvious to the captor, note any scars, tattoos, or other identifying marks. Estimate height, weight, and hair color.

4. **Expect to be arrested:** In other words, expect to be detained. Law enforcement personnel will detain everyone until identification can be verified. Captors have exchanged clothing with hostages in an effort to escape. Your district will have officials on the scene to identify you.
5. **Keep a low profile:** Speak only when spoken to. Do not initiate conversation.
6. **Think pleasant thoughts:** The incident could go on for hours. Avoid falling into depression, and remain confident that you will be released.
7. **Remain strong for your students:** Even though you may have had a difficult time with the students all year, they will look to you for leadership in an emergency. If you maintain your composure, it will help them to do the same. Trauma counseling is made available in most districts. When the situation is resolved, regardless of the outcome, it is advisable to seek some type of counsel.
8. **Remember you are a primary witness for investigators:** It is vital that you write down everything that occurred during the hostage situation from onset to resolution. Do this as soon as possible while the events are still fresh in your mind. Do not speak to the media. Your district officials on the scene should shield them from you. Follow district policy regarding any future media contact.

THINGS "NOT TO DO" IN A HOSTAGE SITUATION

1. **Do not make any threats:** Remember that the captor is holding you against your will with some type of weapon. Do not behave, or speak in a manner that may be perceived by the captor as threatening.
2. **Do not stare or glance at your captor:** Keeping your eyes down cast will give the appearance of submission. Do not appear aggressive in your body language or facial expressions.
3. **Do not interfere:** Do not volunteer to assist the captor in any way. Do not interfere with the actions of the captor. For instance, he/she may be irritated with crying students and strike the students to quiet them. Remember that you are being held at gun/knife point. Challenging the captor will increase the risk of further harm to yourself and/or the students.
4. **Do not negotiate for your own release:** Only the police will conduct negotiations. If you involve yourself, you may jeopardize a peaceful resolution to the hostage situation.
5. **Do not negotiate for the release of the students:** Do not make offers or promises of money or possessions in exchange for the release of the students. Only the police can negotiate.
6. **Do not be arrogant:** Give the captor what ever they want. Do not resist. It could result in harm to yourself or the students.

TIPS TO HELP YOU IN A HOSTAGE SITUATION

1. **Help keep the peace:** Prevent anyone from getting hurt. Consider your actions so as not to put yourself or your passengers at risk.
2. **Be patient:** If you as the driver show patience, then your students will be more prone to follow your lead.
3. **Remain calm:** Try not to show fear, the students are looking to you as an example.

4. Know that 99% of all situations are resolved through negotiations: **Negotiations may take time, but remember that time is on your side.**
5. **Do not be confrontational with the captor:** Don't be a hero, unnecessary harm to you or your passengers may result from your actions.
6. **Communicate:** Try to make your location and situation known as soon as possible if the hostage taker has not made contact. (Microphone keyed open)
7. **Be a good witness:** Make a mental picture of the hostage-taker(s) and any weapons. The driver preferring to stay with their students may not have the choice. This info may be vital in determining the police next move to helping the remaining hostages.
8. **Go along to get along:** You should cooperate with your captor and do as your told. Comply with reasonable demands, don't offer to tie up hostages or act as the captor's accomplice. Still do as you are told, but the key is not to offer help.
9. **If the police try to enter the bus:** Try to avoid giving away police positions or actions, by your actions or facial expressions. Captors could pick-up on them. Be prepared for loud noise and follow instructions quickly.
10. **Help avoid getting caught in a hostage situation:** Report any suspicious person immediately. Don't wait for something to happen or get out of control.
11. **Call the police:** This is the best action a driver can do. Avoid becoming caught in the situation before it occurs.
12. **Know your passengers:** Knowing your passengers and their needs can be vital in such emergencies. Some ones medical needs may serve for the captor to allow communication to emergency support.

CHAPTER 12: HARASSMENT

INTRODUCTION

The subject of harassment in our public schools occurs between students, between employees, by employees against students and even students against employees. Incidents of harassment among students has gotten the attention of educators as well as school attorneys because of the involvement of students of all ages and the range of behaviors which have been characterized as harassment. School districts are frequently considered responsible in these incidents. Since 1993 a surprising number of lawsuits and federal investigations have focused on harassment between students at school district bus stops and on the school bus.

TITLE IX of the EDUCATION AMENDMENTS OF 1972

No person in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

1. This means that no public school district can allow a student's educational experience, or any part of it, to be affected negatively by any behavior directed towards that student because of his or her gender, sexual orientation, racial, ethnic or religious background. Harassment violates the law when a school district creates it, encourages it, or tolerates it. Listed below are a few situations that have been investigated:
 - a. In Eden Prairie, Minnesota, primary grade male students subjected young female students on the school bus to lewd jokes, sexual slurs, and remarks about anatomy; derogatory name calling, and actual and threatened aggressive physical conduct.
 - b. In Indianapolis, Indiana, a school bus driver made suggestive, lewd advances to female pupils, and touched, grabbed and kissed them.
 - c. In a Texas school district, male middle school students subjected female students to foul language, obscene remarks, obscene gestures, bottom slapping and breast touching on the school bus.
 - d. In Colorado Springs, Colorado, fifth grade female students were subjected to sexually explicit language and, eventually, were sexually assaulted at knifepoint by fifth grade boys at the bus stop.
 - e. In Nebraska, a school district van driver fondled the genital area of a nine-year-old special education student.
2. In each of these situations, the school district was the subject of an Office of Civil Rights complaint and/or lawsuit because of charges that the district played a role in the situation.

Report all incidents of harassment to the appropriate school district officials.

INTERFERENCE WITH A PUPIL ATTENDING SCHOOL

It is unlawful for any person, against the will of a pupil attending any public school, to beat, whip, detain or otherwise interfere with a pupil while on the way to and from school. Any person who violates any of the provisions of this section shall be guilty of a misdemeanor. (NRS 392.470)

THREATENING OR ASSAULTING A PUPIL OR SCHOOL EMPLOYEE

1. It is unlawful for any person to disturb the peace of any public school by using vile or indecent language within the building or grounds of the school. Any person who violates any of the provisions of the subsection is guilty of a misdemeanor.
2. It is unlawful for any person to threaten or assault any public or school employee within the building or grounds of the school, on a bus, van or other motor vehicle owned, leased or chartered by a school district to transport pupils or school employees or, at a location where the pupil or school employee is involved in an activity sponsored by a public school.
3. It is unlawful for any person to maliciously and purposely, in any manner to interfere with or disturb any person peaceably assembled within a building of a public school or place used for school district purposes. Any person who violates any of the provisions of this subsection is guilty of a misdemeanor. (NRS 392.480)

HOSTILE ENVIRONMENTS

1. Student to student harassment can create a hostile environment. A hostile environment is characterized by an atmosphere that is unreasonably intimidating, hostile, or offensive, which results in a student's inability to participate in or benefit from the services, activities, or privileges provided by the school district. School districts are required to take certain steps to prevent a hostile environment, and to deal with complaints about harassment when they are made. When a school district knows about a hostile environment, it has an obligation to do something about it.
2. A school bus, or school bus stop becomes a hostile environment when a student experiences a pattern of behavior which becomes so much a part of his or her school transportation experience that the student really dreads the trip, or is distracted during the school day just thinking about what might happen on the bus. For that student the bus or bus stop has become a hostile environment.
3. When a single incident is so serious that, alone, it causes this kind of disruption to the education of a student, it, too, may create a hostile environment.

4. When the pattern of behavior, or a serious single incident, is **unwelcome**, is related to the student's **gender**, and **negatively impacts** the student's education in any way, the student has become a victim of harassment.
5. The Office of Civil Rights which enforces Title IX laws has found that harassment that occurs **on the school bus** is worse for the victim because;
 - a. The only adult supervisor-the driver-must concentrate primarily on safe driving. The driver may not be aware of the conduct while it's occurring, and/or may be in no position to do anything about it right away.
 - b. The close quarters of a school bus may limit the number of witnesses.
 - c. The school bus is a confined area that prevents escape from the harassment.
 - d. The student's ability to avoid the harassment is restricted.

WHAT CONDUCT CONSTITUTES HARASSMENT

The following types of conduct are considered to be student-to-student harassment:

1. Conveying rumors or making suggestive comments about a student's sexual activity;
2. Calling students names of a sexual or ethnic nature;
3. Obscene gestures, including students grabbing their own genitals and/or rubbing themselves in a sexually suggestive manner;
4. Sexual molestation;
5. Use of sexually explicit language, like slang terms for parts of the anatomy;
6. "Mooing" at a student with express intent to refer to bust size;
7. Creating graffiti on the school bus which uses explicit sexual language to describe and degrade members of the opposite sex;
8. Unwelcome touching, pinching, or restraining of students by students regardless of the ages of the students;
9. Exposing private parts;
10. Flipping up skirts or snapping bras;
11. Threatening unwanted sexual activity;
12. Student's subjecting other students to continual teasing or to lewd remarks about their anatomy;
13. Off-color jokes.

<p>Respect the student's right to privacy. Handle complaints of harassment carefully and confidentially.</p>

THE BUS DRIVER

1. Generally, it will be the responsibility of the bus driver to report the harassment to the proper school district authority. When reporting the behavior you should include:
 - a. The name and age of the victim
 - b. The details of the conduct you observed or was reported to you.

- c. How long the particular incident occurred, and the frequency of the behavior.
 - d. Whether or not others joined in the incident.
 - e. Whether the conduct was directed at one student, or at more than one student.
 - f. The names, addresses and phone numbers of everyone who has spoken with you about the conduct
2. Learn to recognize and anticipate when individual actions have the potential to escalate into harassment, or worse.
 3. Younger students, and students with mental or emotional disabilities might not fully understand the inappropriateness of some actions. Even when they recognize their discomfort, they may be especially reluctant to complain right away.
 4. There are many ways to demonstrate affection to your students. These do not include kissing students, or inappropriate touching. They also do not include suggestive remarks or “come-on’s.”
 5. You are required to report to the proper authorities when you have reasonable cause to suspect that a child has been abused, neglected or you observe a child being subjected to conditions which could reasonably result in abuse or neglect.
 6. Inappropriate sexual activity between a driver and a student will not be tolerated. You also have a responsibility to take action if you become aware that a colleague is engaging in sexual contact with a student.

WHO’S RESPONSIBLE FOR HARASSMENT

If harassment occurs on your bus or at a bus stop, you are not likely to be found personally liable by a court of law. However, there is no guarantee about this. It is clear at this point that you do not have the freedom to ignore events from which injury to students can be reasonably foreseen.

Recent appellate court language leaves open the possibility that failure to take certain actions could lead to the risk of personal liability

1. Actions that you must take to prevent personal liability include:
 - a. Report harassment among students to your supervisor, or to a building administrator specified by your district’s policy. **DOCUMENT, DOCUMENT, DOCUMENT!**
 - b. Follow through by checking the status of the report. **DO NOT DROP THE BALL!**
 - c. Be familiar with your state and district harassment policies.
 - d. Communicate to a parent or student who complains the fact that your district has a grievance procedure, and the name and telephone number of the person who should be contacted.
 - e. Even if a court fails to impose liability, failure to act in accordance with district policies and procedures could impact your job status.
 - f. If you report an incident to the proper authorities as required by school district policy, if appropriate action is taken, and the school district handles the situation consistently with the way it handled similar complaints, a court should find the school district not liable.
- (This section on harassment was taken from *Stop the Harassment* by Peggy Burns)

Unwelcome and unwanted.

CHAPTER 13: TRANSPORTING STUDENTS WITH SPECIAL NEEDS

INTRODUCTION

The term “special education” means “specially designed instruction to meet the unique needs of a child with a disability.” Transportation is one of the “related services” required when necessary to provide such instruction

Transporting students with special needs takes a very special driver. These students have a multitude of issues that require special training, patience, personal knowledge of each student and their needs,. Most of all, they are entitled to a “free and appropriate education”. Transportation is a related service and when provided, should be in the least restrictive environment (LRE).

It should be noted that the “least restrictive environment” has resulted in an increasing number of students with disabilities being placed in general education buses with their non-disabled peers. Thus, training of all drivers on the rules involving special needs students becomes more important.

The IDEA Amendments of 1997 state that “The State shall ensure that all of the child’s special education and related services needs have been identified through an evaluation process.” Each public agency shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services:

1. To determine if the child is a “child with a disability” under Sec. 300.7; and
2. To determine the educational needs of the child.

Upon completion of an administration of tests and other evaluation materials, the determination of whether a child is a child with a disability as defined shall be made by a team of qualified professionals and the parent of the child.” An evaluation team should include a teacher, psychologist, speech therapist, physical and/or occupational therapist and transportation services personnel, as needed.

CONFIDENTIALITY

IDEA requires that IEP/IFSP information needed to transport a student safely, even if confidential, shall be made available to the related-service provider. Information provided to transportation staff to assist in the orderly and safe transportation of a student, including handicapping condition, medical/health issues, or other personal characteristics or information, is protected by the provisions of the Family Educational Rights and Privacy Act (FERPA), and transportation staff shall be trained regarding confidentiality requirements.

DRIVERS AND ATTENDANTS

Drivers and attendants, as the direct service providers with hands-on responsibility, must operate special equipment, manage student behavior, administer health care, according to their qualifications, and serve as a

seating specialist in positioning and securing adaptive and assistive devices and occupants.

1. Selection and retention of transportation staff:

The responsibilities frequently differ so substantially between the role of the non-disabled student transportation staff and the student with disabilities transportation staff that while some staff feel comfortable transporting and associating with one category of student, they prefer not to be associated with the other category of student. Thus, it is important to explain fully to applicants for special education transportation staff positions the full implications of the duties expected. By eliminating applicants prior to hiring who would not feel comfortable performing some required services, staff retention level for this group will be relatively high. Staff retention is critical given the considerable costs associated with the extra training required. Having staff that have a continuing personal knowledge of the specific needs of individual students is a tremendous asset to their care.

The driver is ultimately responsible for assuring that all special needs students are properly secured.

2. Training components:

To perform the responsibilities assigned in a safe and effective manner requires a substantial degree of specific training. Some training components that would be beneficial to transportation's staff are:

- a. Introduction to special education, including characteristics of disabling conditions, the student referral, assessment, IEP process, and protecting confidentiality of student information.
- b. Legal issues, including federal and state law, administrative rules, and local policy.
- c. Operational policies and procedures, including:
 - i. Loading/unloading;
 - ii. Securing the bus;
 - iii. Pick up/drop off location;
 - iv. Evaluation procedures;
 - v. Student accountability and observation, including evidence of neglect or abuse;
 - vi. Post-trip vehicle interior inspections for students, medicine, and other articles **if** prior to parking vehicle.
 - vii. Reporting procedures and report writing.
 - viii. Record keeping.
 - ix. Lines of responsibility relative to role as educational team member.
 - x. Lines of communication, including parents and educational staff.
 - xi. Route management, including medical emergencies, no adult at home, inclement weather, field trips.
 - xii. Behavior management, including:
 - (1) Techniques for the development of appropriate behavior.
 - (2) Techniques for the response management and modification of unacceptable behavior;
 - (3) Procedures for dealing with inappropriate or unacceptable student behavior that creates emergency conditions, or poses a risk to health and safety;

- (4) Procedures for documenting and reporting inappropriate or unacceptable student behavior;
- (5) Techniques and procedures for the response to unacceptable behavior including and possession and transportation of weapons, drugs, gang activities, harassment and/or violent behaviors;
- xiii. Blood borne pathogens and universal precaution procedure including the use of personal protective equipment.
- xiv. Policies and procedures that ensure the confidentiality of personal identifying information.

SPECIAL EQUIPMENT USE AND OPERATION

A wide variety of equipment has been identified to accommodate students with disabilities that are required to be part of the transportation vehicle's environment. It is necessary for the transportation staff to be familiar with the design and operating procedures of this special equipment, as well as knowing how to conduct equipment inspection and make simple "field adjustments" during breakdowns. Some examples are:

1. Power lifts or ramps;
2. Emergency escape exits, including doors, windows, and roof hatches;
3. Special fire suppression systems, including emergency fire blanket;
4. Power cut-off switch
5. Emergency communications system.
6. Climate-control;
7. Adaptive and assistive devices used to support and secure students, including mobile seating devices, child safety restraint systems, safety vests, special belts, assistive technology devices, trays and Securements hardware;
8. Electronic voice communication systems which may be provided and installed by the body manufacturer, distributor, school district, operator or other party (recommended for all school buses equipped to transport passengers with special needs);
9. Service animals that can be transported to assist the student with disabilities. District policies and procedures, as well as training, should be established prior to transport.

LOADING/UNLOADING ON RAMPS OR LIFTS:

The procedures for loading/unloading special needs students are quite different from loading/unloading general education students. Follow the basic instructions in the loading/unloading section, along with the following instructions:

1. Do not ride lifts;
2. Load/unload facing student outwards;
3. Lock brakes;
4. Turn power off on electronic wheelchairs;
5. Secure student;
6. See district policy on the use of the stop arm when loading/unloading wheelchair students.

SELECTING SECUREMENT SITES ON WHEELCHAIRS

Decision-making should be a TEAM effort, not an individual's responsibility. Always consult school staff or a qualified professional if in doubt.

1. Wheelchairs should be transported in a forward-facing orientation;
2. The manufacturer's designated securement point, if so labeled, should be used when ever possible;
3. Both front and rear tie down sites should be just below the seat at welded sites;
4. Each strap should be at a 45-degree angle from the floor;
5. The lap belt should be at a 45-degree angle across the occupant's pelvis. When using an integrated system (in which the occupant restraint is attached to the rear tie downs of the wheelchair securement system), the rear wheelchair securement site must be selected with this in mind;
6. A "height adjuster" may be required to achieve appropriate belt position, if the chair is small;
7. On a tilt-in-space wheelchair, the four sites must be either on the base of the wheelchair or on the seat/frame portion of the chair. For example, it is not effective to have the front hooks on the base of the chair and the rear hooks on the seat/frame portion of the chair since it would create a "teeter-totter" effect;
8. Wheelchair securement points must **not** be on the removable parts of the wheelchair, e.g., armrests, leg rests, removable wheels;
9. Wheelchair Securements must not be on the crossbar, since this allows many wheelchair to collapse;
10. Wheelchair axles are not a first choice, and should only be used if hardened steel bolts are present. Note that many wheelchairs are equipped with removable axles that are hollow and therefore not acceptable securement sites;
11. Some wheelchair manufacturers make an add-on bracket which can be used as an alternative tie down site for some wheelchairs. Homemade brackets are not acceptable. Securement and restraint systems installed to secure wheelchair/mobility aids and to restrain the occupant shall be used together, and in accordance with manufacturer recommendations. Exception to this requirement can be made only by the IEP team for individual medical or disability-related reasons.

SUPPORT EQUIPMENT and ACCESSORIES

1. Each bus that is set up to accommodate wheelchair/mobility aids or other assistive or restraint devices that utilize belts, shall contain at least one belt cutter properly secured in a location within reach of the driver while belted into his/her driver's seat. The belt cutter shall be durable and designed to eliminate the possibility of the operator being cut during use.
2. Special equipment or supplies which are used on the bus for mobility assistance, health support, or safety purposes shall meet any local, federal, or engineering standards that may apply, including proper identification.
 - a. Wheelchairs and other mobile seating devices. (See section on Securement System for Mobile Seating Devices/Occupant);
 - b. Crutches, walkers, canes, and other ambulating devices;

- c. Medical support equipment. This may include respiratory devices such as oxygen bottles or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents, or other heat sources. Other equipment may include intravenous, and fluid drainage apparatus. (Nevada School Bus Standards, 49)

WHEELCHAIR/MOBILITY AID SECUREMENT SYSTEM

1. Each securement system location shall consist of a minimum of four anchorage points. A minimum of two anchorage points shall be located in front of the wheelchair/mobility aid and a minimum of two anchorage points shall be located in the rear. The securement anchorages shall not interfere with passenger movement or present any hazardous condition.
2. Each securement system location should have a minimum clear floor area of 30 inches by 48 inches. Additional floor area may be required for some applications. Consultation between the user and the manufacturer is recommended to ensure adequate area is provided.
3. The securement system shall secure common wheelchair/mobility aids and shall be able to be attached easily by a person having average dexterity and who is familiar with the system and wheelchair/mobility aid.
4. As installed, each securement anchorage shall be capable of withstanding a minimum force of 3,000 pounds (13,244 Newtons) when applied as specified in FMVSS 222. When more than one securement device share a common anchorage, the anchorage shall be capable of withstanding the force indicated above, multiplied by the number of securement devices sharing that anchorage.
5. Each securement device, if incorporating webbing or a strap assembly, shall comply with the requirements of Type I safety belt systems.
6. The securement system shall secure the wheelchair/mobility aid in such a manner that the attachments or coupling hardware will not become detached when any wheelchair/mobility aid component deforms, when one or more tires deflate, and without intentional operation of a release mechanism. (e.g., a spring clip on a securement hook)
7. Each securement device (webbing or strap assembly) shall be capable of withstanding a minimum force of 2,500 pounds when tested in accordance with FMVSS 209.
8. Each securement device (webbing or strap assembly) shall provide a means of adjustment, or manufacturers' design, to remove slack from the device or assembly. (Nevada School Bus Standards, 45)

PROCEDURES FOR LIFTING PASSENGERS

The purpose of proper lifting techniques is to move the passenger without injury to yourself or the passenger.

1. **Basic Rules**
 - a. Tell the passenger what you are going to do;
 - b. Estimate the weight of the passenger. **Never attempt to carry alone a pupil who weights more than half your own weight** unless the safety of the pupil is in immediate danger and no assistance is available;

- c. Always attempt to get help if you have any doubts about your ability to lift the student. If there is only a driver on a bus, and the necessity for an emergency evacuation develops, some districts suggest that the driver activate the alternating red lights, as the evacuation procedures is truly an **unloading procedure**. Such action can draw attention from motorists that you need assistance. District policy should determine if this procedure is appropriate;
- d. Be sure your path is **clear**;
- e. Stand with both feet firmly planted about shoulder-width apart for good balance;
- f. Always bend from knees, not from back, so that you use your thigh muscles and buttock muscles rather than your back muscles to do the lifting;
- g. When lifting and carrying, keep the pupil as close to your own body as possible;
- h. Shift the position of your feet to move. **Do not twist your body**. Take small steps to turn.

2. **Single-Person Lift**

- a. Follow the Basic Rules listed above. Most strains, fatigue, and back injuries caused by lifting are due to using the **wrong** muscles. Use your **strong leg and buttock muscles** (by bending at the knees and hips), **not your back muscles**. Maintain normal curves of the spine when lifting and avoid rounding of the upper back. **Keep your back straight**.
- b. Keep equal weight on both feet and lower yourself to the level of the pupil by bending your knees and hips before lifting;
- c. Once in position, put one arm around the pupil's upper back and the other under both knees.

3. **Two-Person Lift**

- a. Follow the Basic Rules listed above;
- b. **To lift from a Wheelchair**
 - i. Position the wheelchair as close to your destination as possible. In an emergency situation, to save time and congestion, leave the chair where it is strapped and blanket-pull or carry the student to the appropriate exit location;
 - ii. One person stands in front to the side, the other in back;
 - iii. The person in front removes the armrest (if detachable) and folds up the footrest;
 - iv. The person in back removes the seat belt and any other positioning device;
 - v. The person in front, bending from knees and hips, lowers himself or herself to place one arm under the pupil's knees and the other under the occupants thighs;
 - vi. Person in back, places his or her arms under pupil's armpits, reaching forward to grasp both pupil's wrists firmly. (Your right hand to pupils' right wrist; left hand to left wrist.);
 - vii. Lift together on the count of 3. **Remember to use your legs and buttock muscles to lift!**

4. **To lift from a Bus Seat**

- a. Use the same procedure as above, but first, **slide the pupil to the edge of the bus seat near the aisle**.

5. **Blanket Lift**

- a. Fold a blanket in half, place on the floor as close to the pupil as possible;
- b. Follow Basic Rules listed above and lower the pupil to the blanket;

- c. To do a **one-person lift**, place the pupil's head toward the direction of exit, lift the blanket from the head and slide to safety.
- 6. **Assisting a Person up the Stairs**
 - a. Follow the Basic Rules listed above;
 - b. Curl the pupil up as much as possible. Keep the pupil's arms and legs from flopping loosely. This flopping could throw you off balance, and cause a fall;
 - c. Support the pupil's head and neck as you would an infant's';
 - d. Do not lift pupils up by an arm or leg except in an extreme emergency;
 - e. Slow rocking or a firm holding will help to relax a very tense pupil.
- 7. **Basic Body Mechanics**
 - a. Size up load and do not hesitate to ask for help;
 - b. Be sure that the student or pupil knows you are going to lift him/her;
 - c. Plan ahead how you will lift and where you are going;
 - d. Bend your knees and hips instead of your back. Keep your back straight. Maintain the normal curves of the spine as lifting;
 - e. Keep your feet apart while lifting to give a broad base of support;
 - f. Keep the student or person close to you;
 - g. If lifting with someone else, lift smoothly and together. Count 1-2-3;
 - h. Take small steps. Never twist your body while lifting or carrying. (NST 287, 288, 289)

FOUR POINT TIE DOWNS

Never criss-cross securement

The following will provide instructions for securing a wheelchair in a school bus:

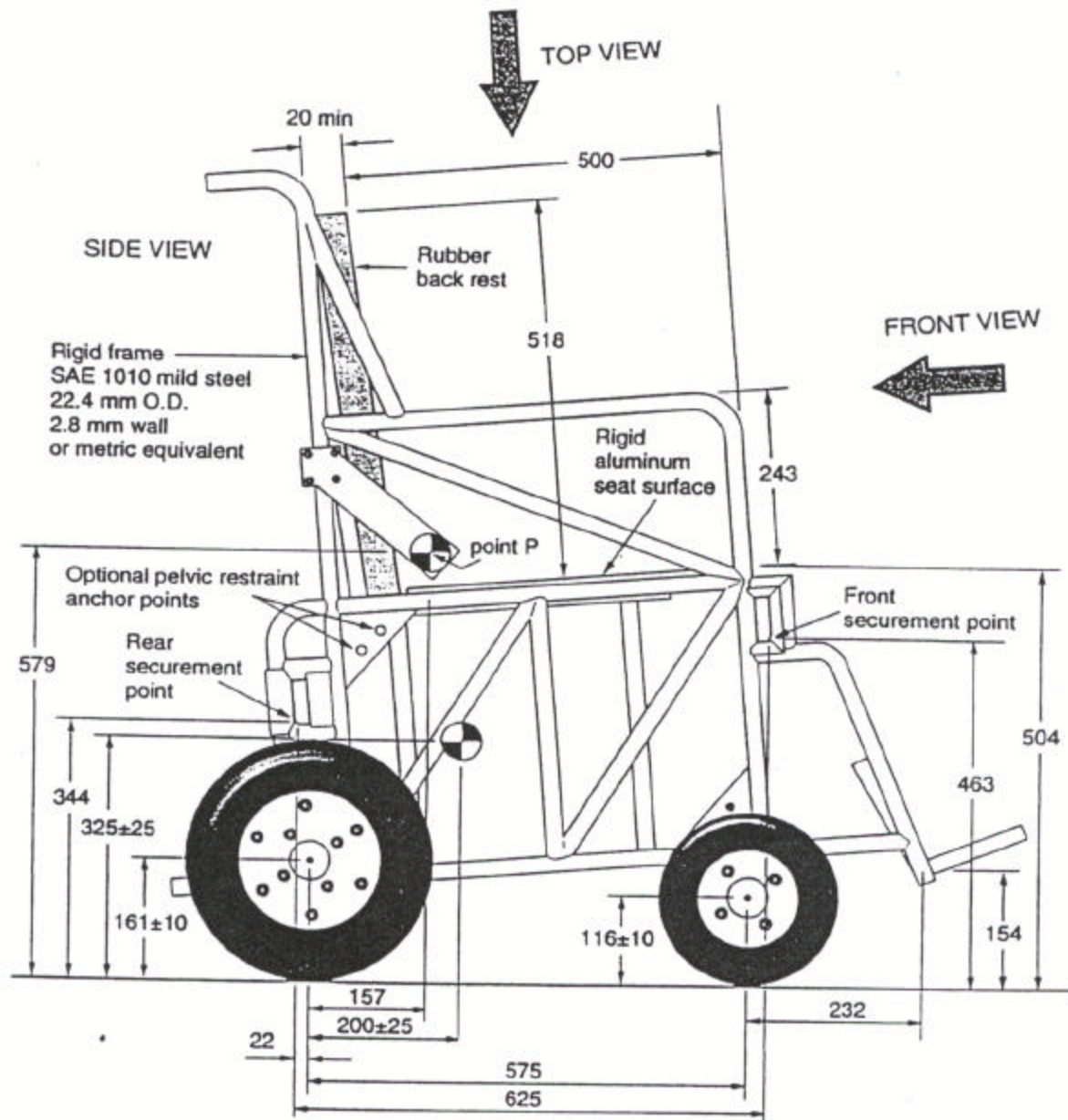
1. **Position the wheelchair:** With chair and occupant forward-facing, center the chair between floor tracks or plates. Remember throughout, that the front and rear straps need to have approximately a 45-degree angle from the floor track or plates to where they attach to the chair. Keep in mind the proper extension and positioning of the student restraint shoulder belt. Apply the chair hand brakes and turn off power on motorized chairs.
2. **Attach the front straps:** Install the strap track fitting into a floor track or plate slot that is 3" to 8" outside the front wheel. Loop the other end of the strap around a solid structural frame member of the chair (as close to the corner of the seat cushion as possible), and connect hook to the D-ring. Pull loose end of strap, and tension through the buckle, until tight. Repeat procedure with other front strap.
3. **Attach the rear straps:** Install strap track fitting into a floor track or plate slot that is just to the inside of the rear wheel. Loop other end of strap around a solid structural frame member of the chair (as close to the corner junction of the chair back and seat as possible), and connect hook to the D-ring. Pull loose end of strap, and tension through the buckle, until tight. Repeat procedure with other rear strap. Pull on all four-strap assemblies to ensure proper attachment. ***Caution: Do not attach straps to the wheels or any detachable portion of chair. Straps must have a clear, straight path of load from floor track or plates to where it attaches***

to the chair. Do not allow straps to conform or bend around any object. Keep straps away from sharp edges or corners.

4. **Attach the lap belt:** Place the ends of the lap belt around the occupant. Thread them down and through opening between chair side panel and seat, or through gap between chair back and seat. For parallel lap belts, install track-fitting ends of the belt into floor track or plate slot, next to where the rear securement strap track fitting is installed. For integrated lap belts, attach snap hook ends of the lap belt to hold, forged D-ring on rear securement strap assemblies. Adjust firmly and comfortably. Ensure that the buckle and connected double-studded latch plate are located low at the occupant's pelvic zone (near hip) which is opposite of the side from where the shoulder belt extends. Pull on the lap belt to ensure proper attachment.
5. **Attach shoulder belt:** Bring the triangular fitting of the shoulder belt over the shoulder and across the upper chest of the occupant. Connect triangular fitting to upper stud of lap belt latch plate. Pull on loose end of belt, through adjuster, to achieve firm but comfortable tension. Pull on the belt to ensure that all fittings are properly attached. ***Caution: The lap belt must be worn low and snug across the front of the occupant's pelvic zone with the junction between the lap belt and shoulder belt located near the hip. Never position the belt over the abdominal area, over chair armrest, or with belt assembly twisted.***

Note: Newly designed WC-19 transportable wheelchairs have specially designed securement points. Whenever attaching tie downs, use these securement points exclusively whenever possible. Manufacturers labels on non-transportable chairs do not preclude you from transporting student in these wheelchairs on buses. There are some WC's unsafe to transport and these must be identified.

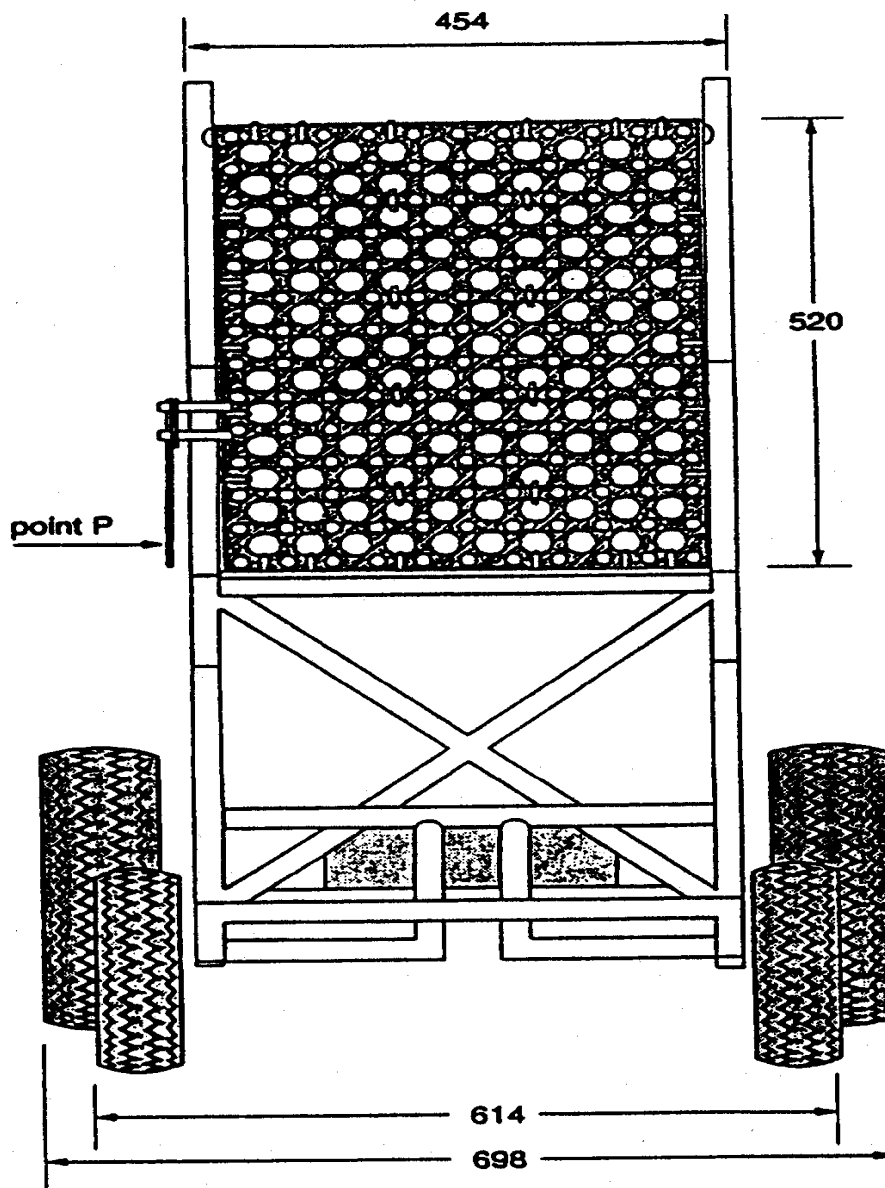
6. **When properly secured, there is no allowable movement of chair.**



all dimensions are in mm with tolerances of ± 2 mm unless specified

Figure D.1 - Side-view drawing of surrogate wheelchair.

FRONT VIEW



all dimensions are in mm with tolerances of ± 2 mm unless specified

Figure D.3 - Front-view drawing of surrogate wheelchair.

MEDICAL and HEALTH ISSUES

As a result of new regulations, which are making educational opportunities available to more students who have severe medical/health conditions, the transportation staff is finding it necessary to provide both routine and emergency health care to students during the transportation process. Additionally, transportation staff may be exposed to infectious or communicable diseases that could be debilitating, or in extreme circumstances, fatal. Training regarding medical/health issues can be divided into two categories; precautionary handling, and care and intervention.

1. Precautionary handling

All transportation staff, including drivers, attendants, mechanics, and service personnel, such as washing and cleaning staff, should be trained in universal precautions relative to the handling of and exposure to contagious and communicable disease, including available immunizations. Suggested topics include:

- a. Characteristics of contagious and communicable diseases.
- b. Disease management techniques.
- c. Use of protective equipment and devices.

2. Care, intervention, and management

Medically fragile, technology-dependent and highly disruptive students require specific care and intervention. Knowledge of basic first aid and cardiopulmonary resuscitation (CPR), provides adequate training to care for most health concerns during transportation. For those students who need additional care, management, or intervention, or present specific health risks, a care plan shall be developed during the assessment/evaluation process by the IEP Team that specifies and provides the transportation department the following information:

- a. A brief description of the student's current medical, health, or behavioral status, as well as an emergency card with information on address, emergency phone numbers, etc;
- b. A description of the medical/health care or intervention necessary during transportation, including the frequency required;
- c. A description of who should provide the care or intervention;
- d. The type and extent of training or skills necessary for the driver and/or attendant. This may include the inspection, operation, use and care of the student's special adaptive/assistive equipment including items such as oxygen containment systems, suctioning equipment, apnea monitors, ventilation equipment, etc;
- e. A description of emergency procedures to be implemented during a medical/health crisis, including communication with medical staff;
- f. A description of the procedures to be followed in changing the care plan when conditions indicate a change is warranted;
- g. A written emergency evacuation plan, which is student specific. (NST 118. 119)

DEVELOPMENT

In education, there are many laws, rules, and regulations that dictate the service that must be provided, but few of them offer specific directions or suggestions as to how the service is to be provided. To guarantee a uniform and safe delivery of transportation service, and provide consistent directions to a transportation staff

made up of persons with different personalities, temperament, and decision-making capabilities, a written school district transportation policy should be adopted.

1. Subjects Which Need Policy and Procedure Directives:

- a. Control of student medicine transported between home and school on a vehicle;
- b. Student management and discipline;
- c. Physical intervention and management;
- d. Securing the vehicle, loading and unloading;
- e. Early closing of school due to inclement weather or other emergencies.
- f. Authority to operate special equipment (driver, attendant, parent, students, school staff, others).
- g. When no adult is home to receive students.
- h. When to exclude special equipment which has a different design or configuration than that last used, has tears or breaks in the fabric or metal.
- i. When students are referred for transportation without sufficient information being available to transportation staff to protect their safety.
- j. Student pick up/drop off location (one location specified, or unlimited alternative locations allowed).
- k. Control and management of confidential information.
- l. When and how to involve community emergency medical/law enforcement personnel.
- m. When to use wheelchairs and mobility aids as pupil seating on school buses if the manufacturer of said device does not endorse its use as such; recognizing that in many situations the safe, economical and prudent way to transport a child is in his/her wheelchair/mobility aid.
- n. District policy for “Do Not Resuscitate” (DNR) requests from parents, to include all appropriate school and transportation personnel. (Classroom and school bus policies may be different).
- o. Driver and attendant responsibilities regarding DNR orders.
- p. Driver and attendant responsibilities for all securement devices.

LAWS AFFECTING SPECIAL NEEDS STUDENT TRANSPORTATION

1. Laws

- a. Section 504 of P.L. 93-112, a part of the Rehabilitation Act of 1973, states in part:
“No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” In general terms, Section 504, a part of the Rehabilitation Act of 1973, “requires that all students with disabilities (regardless of age) are eligible for a free, appropriate public education.” It also requires the facility, services, and activities provided to the disabled be comparable with those provided to the non-handicapped, and that students with disabilities must have an equal opportunity for participation in any non-academic and extracurricular services and activities provided by a school district. It is possible for a school district to be required to provide specialized transportation services to a student with disabilities who is not in special education.
2. **“Education of the Handicapped Act” (EHA)**, P.L. 94-142, was passed by Congress in 1975, and regulations were promulgated by implementation of Part B of the EHA, effective October 1,

1977. A free and appropriate public education is required for all students deemed handicapped who are determined capable of benefiting from special education, and meet specific age limits. While Federal law had specified ages 5 through 21, the age range changed to 3 through 21 with the 1990-1991 school year. Some states and court rulings required service to extend to ages from birth to beyond 21 years.

3. **The reauthorization of the EHA** changed the name to Individuals with Disabilities Education Act (IDEA). P.L. 101-746, passed in 1990. This reauthorization increased the number of related services from 13 to 17. It did not change transportation's status as a related service. The reauthorization did not change the original definitions of transportation that were listed in the Education of the Disabled Act.

Of note for transporters; the "Non-Academic Services" section, under the Free Appropriate Public Education component of IDEA requires the public agency to "provide non-academic and extracurricular services and activities in such a manner necessary to afford children with disabilities an equal opportunity for participation in those services." Obviously, one of those non-academic services is transportation. This continues the emphasis to integrate children with disabilities as much as possible with children without disabilities.

4. **Related services**

- a. As part of the mandate of a free appropriate public education, "Related services" are required when determined necessary to assist a child with a disability to benefit from special education. Transportation is a related service under IDEA, and is defined to include:
 - i. Travel to and from school and between schools;
 - ii. Travel in and around school buildings;
 - iii. Specialized equipment (such as special or adaptive buses, lifts, and ramps) if required to provide special education for handicapped children.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) - TEAM

The IDEA Amendments of 1997 state the "The State or LEA shall ensure that all of the child's special education and related services needs that have been identified through the evaluation are appropriately addressed. Each public agency shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services under Part B of the Act:

1. To determine if the child is a "child with a disability" under Sec. 300.7; and
2. To determine the educational needs of the child.

Upon completion of an administration of tests and other evaluation materials, the determination of whether a child is a child with a disability as defined shall be made by a team of qualified professionals and the parent of a child." An evaluation team should include a teacher, psychologist speech therapist, physical and/or occupational therapist and transportation services personnel, as needed.

The IEP team is the formal group that designs a student's educational plan, establishes goals and objectives and determines the related services that are necessary for a student to benefit from special education. The IEP Team report most often serves as the basis for IEP team discussions and decisions regarding a student's program content. If it is determined that a student needs transportation as a related service, and needs care or intervention exceeding that required for a non-disabled student, or needs adaptive or assistive equipment, transportation staff shall be invited to participate as a member of the IEP team.

1. **Legal Considerations:** By law, this committee must consider several issues related to the student's individualized educational program. When transportation is considered as a related service, consideration needs to be given to the Continuum of Transportation Services available to students with disabilities, since there are a number of questions that must be addressed. All considerations are based on determining the Least Restrictive Environment (LRE) for the student.
2. **The Individualized Education Program:** A written statement of services a student is to receive. Because the IEP can only be changed by the IEP team, written information regarding transportation as a related service should provide the necessary specificity so the driver, school, parent and student know what services to expect.
3. **IEP Staff:** While participating on an IEP Team, a transportation staff member should be particularly vigilant so as to challenge transportation requirements that would be impossible to provide (such as a maximum riding time of 30 minutes when the student lives 45 minutes from school), appears to be unsafe, or is not understood.
4. **Discussions of Concerns:** If at some point after transportation has been implemented, transportation services personnel find the transportation plans unsafe, a student's behavior changes so dramatically as to create an unsafe environment, or the transporters need more information or assistance from the special education staff, any of the personnel listed can reconvene the IEP team to discuss the concerns.

EMERGENCY EVACUATION PROCEDURES FOR SPECIAL NEEDS STUDENTS

Each bus route should have a written emergency evacuation plan specific to the route and passengers. This plan should include a student's ability to evacuate or help others. When possible, students with disabilities should practice their evacuation skills as required of their non-disabled peers. The driver/attendant should also be familiar with any extra equipment on the bus that would aid in the actual evacuation, (e.g., emergency/fire blankets, belt cutters, etc.) It is important to enlist the help of school liaisons, parents and other personnel should also be involved in developing the plans, especially if there are unique medical complexities of the students on board.

CHAPTER 14: TRANSPORTING PRESCHOOLERS

INTRODUCTION

In the State of Nevada, school districts are not required to provide transportation to students under the age of 3. If your district chooses to transport children under 3, these are good policies to follow.

Although transporting preschool children are the youngest, most vulnerable passengers on school buses. They depend on transportation personnel to provide a safe ride to and from early intervention programs and head start. Transportation is a critical component for children and their families accessing services to support a child's growth and development. Transportation should be established as the mutual responsibility of parents, transportation and service providers.

Programs supported and funded by federal, state and local governments have made great strides in developing, designing and providing services for young children and their families to develop each child's full potential. The school bus, for many children, is the primary vehicle that provides access to programs and services designated to meet individual needs of children and families.

Transportation providers need to be knowledgeable and develop skills to adequately provide for the safety of young children while being transported on school buses. Infants, toddlers and pre-school children with special physical, cognitive or behavioral needs present new challenges and responsibilities for transportation providers. These children require a great deal of supervision during the time they are in the school bus. Some issues that must be addressed to assure safe transportation in the school bus include: physical handling, communication with young children, behavior management, child safety seats, restraint systems, safety vests, wheelchairs and occupant securement systems, special equipment management, medically fragile conditions, personnel training, and parental responsibilities.

As more pre-school age children are being transported, there are an increasing number of questions as to how to safely transport them. NHTSA conducted crash testing on preschool age size dummies in school bus seats. The test results showed that preschool age children on school buses are safest when transported in child safety restraint systems (CSRSs) that are correctly attached to the seats. (*NHTSA Guide for the Safe Transportation of Pre-School Age children in School Buses*)

DEFINITIONS

A **newborn** is a child from birth to one month. An **infant** is a child from one month to one year. A **toddler** is a child from one year to three years, and a **preschooler** is a child from three years to five years of age.

Note: Individual programs may have variations in how these four terms are used.

DISABILITIES

The Individualized Family Service Plan (IFSP) under Part C of IDEA is the mechanism for addressing the unique needs of infants and toddlers with disabilities and their families. The IFSP process has two main parts:

1. The IFSP meeting, where parents and interagency personnel jointly make decisions about an eligible child's early intervention services; and
2. The IFSP document itself, which is a written plan for the provision of early intervention services for the child and family.

The decision to provide the early intervention service transportation is made on a case-by-case basis and is directly related to the need for this service. Given the significance of the IFSP process, there are numerous requirements concerning the IFSP document. The decision for a transportation representative to attend the IFSP meeting should be made on a case-by-case basis when a school bus is considered as the vehicle to transport an infant or toddler to and from a program location. This decision should be based on the individual needs to the child and family, as well as the service provider. The transportation representative should be a member of the IFSP team whenever the unique needs of an individual child require specialized service beyond the scope of what is traditionally provided.

HEAD START

Head Start programs are required to provide special services for three through five year-old children with disabilities. Head Start programs are required to have a "Disabilities Coordinator" who is responsible for developing a disabilities service plan that provides for the special needs of children with disabilities and their parents. This plan must specify those services to be provided directly by Head Start and those that are provided by other agencies. Transportation is one of the related services addressed under 1308.4(o)(5).

Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used.

DRIVERS

The driver must be knowledgeable about his responsibility for each child on the school bus. This includes safely operating the school bus and supervision the safety of all young passengers. These recommendations should be followed with or without the presence of a bus attendant. In addition to their regular duties, the drivers should be responsible for the following:

1. General knowledge about the development of young children, including specific disability conditions;
2. Age-appropriate physical handling, communication and behavior management of young children;
3. Appropriate use of all the equipment (e.g., power lifts, child restraint systems, safety vests, wheelchairs, securement devices/occupant restraints and safety belts);
4. Loading and unloading of children who are ambulatory or non-ambulatory;
5. Evacuation and evacuation drills;

6. Knowledge about transportation requirements on a child's ISFP or IEP, including confidentiality;
7. Knowledge about special needs on the vehicle (e.g., apnea, asthma or other respiratory conditions, life-threatening allergies to irritants, assistive devices, communicable diseases, g-tubes, oxygen, technological dependence, tracheotomy tubes, medical devices, medically complex and fragile conditions, uncontrollable seizure disorders and "Do Not Resuscitate" orders);
8. Knowledge about child protection laws (e.g., abuse and neglect);
9. Exhibiting effective communication skills with school staff, students, parents, law enforcement officials and the motoring public.

BUS ATTENDANTS

The bus attendant should assume primary responsibility for the supervision and safety of passengers on the school bus during its operation. Bus attendants should be knowledgeable and well informed about infant, toddler, and pre-school child development for both children with and without special needs. Attendants should be knowledgeable about the following:

1. The cognitive, communication, physical, social-emotional, behavioral development and functional level of young children, including the unique needs of specific children in relationship to their disabilities;
2. Using age-appropriate physical handling, communication, and behavior management;
3. Appropriate use of equipment on the school bus (e.g., power lifts, child safety restraint systems such as child safety seats and safety vests, related securement systems, including vest mounting and safety belts, wheelchairs and wheelchair tie-downs and occupant restraint system);
4. Loading and unloading of children who are ambulatory or non-ambulatory;
5. Evacuation and evacuation drills;
6. Transportation requirements on the IFSP or IEP, including confidentiality;
7. Special needs on the vehicle (e.g.; apnea, asthma or other respiratory conditions, life threatening allergies to irritants, assistive devices, communicable diseases, g-tubes, shunts, oxygen, technological dependence, tracheotomy tubes, medical devices, medically complex and fragile conditions, uncontrollable seizure disorders and "Do Not Resuscitate" orders);
8. Child protection laws (e.g., abuse and neglect); and
9. Communicating effectively with school staff, students, parents, law enforcement officials and the motoring public.

CHILD SAFETY RESTRAINT SYSTEMS (CSRS)

Cars used on school buses must be appropriate for the individual child and must be used correctly. All of the restraint systems used for transportation must be secured to the bus seat in the manner prescribed and approved by both the school bus manufacturer and CSRS directions.

1. **Elements of Correct Installation of CSRSs:** It is recognized that compartmentalization, the passive safety system required on school buses under FMVSS 222, provides a higher level of safety

to children over 40 pounds without diagnosed medical complexities or fragility than to children who might require special securement or positioning.

- a. Direction: Position (rear-or forward-facing) and adjust recline angle accordingly.
- b. Belt Paths: Use the correct belt path on the CSRSs as directed by the manufacturer's instructions.
- c. Installation: To achieve tight installation, place adult's full weight into the seat of the CSRS to compress the vehicle seat cushion. Pull the safety belt tight, buckle and lock the safety belt. The CSRS should not move more than 1-inch forward or side to side.

2. Rear –Facing CSRS (infant only):

- a. These seats are designed for infants from birth to twenty pounds (manufacturer's instructions) and one year of age, usually less than 26 inches in length;
- b. The rear-facing position at a 45 degree recline supports the infant's head, neck and back. Harness straps must be at or below the infant's shoulders;
- c. Harness straps must be snug (allow only one finger of space under the harness at the collar bone) and must lie flat (not twisted);
- d. The harness retainer clip, which is designed to hold the harness straps in place, should always be placed at armpit level. Avoid any extra padding or blankets behind or beneath or beneath the infant;

3. Convertible CSRS (Rear-Facing):

- a. Rear-facing infant position is designed for babies from birth to twenty pounds, and one year of age (manufacturer's instructions) and usually less than 26 inches in length;
- b. The rear-facing position at a 45 degree recline supports the infant's head, neck and back;
- c. The harness straps must be at or below the infant's shoulders;
- d. Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted);
- e. The harness retainer clip, which is designed to hold the harness straps in place, is always at armpit level;
- f. Avoid any extra padding or blankets behind the infant;
- g. Avoid the use of a T-shield or tray shield with infants;

Note: There are several CSRSs that ride rear-facing to thirty pounds to accommodate the larger infant and to comply with NSTSA's Guideline for the Safe Transportation of Pre-School Age Children in School Buses."

4. Convertible CSRS (Forward-Facing):

- a. Forward-facing CSRS with five-point harness, T-shield or tray shield are designed for children above twenty pounds to sixty pounds;
- b. The seat should be adjusted to the upright position;
- c. Harness straps must be in the upper slot (at or above the child's shoulders);
- d. The seat may be used until the child's ears are above the back of the shell;
- e. Harness straps must be snug (allow one finger of space under the harness at the collar bone) and lie flat (not twisted);

Note: There are some CSRSs that cannot be installed properly in a twenty-inch bus seat (i.e., tray-shield).

5. **Car Beds:** A car bed for preschoolers and infants up to 20 pounds allows the infant to lie flat. The use of a car bed should be predicated on the advice of a physical or an appropriate medical support professional and approved by a qualified personnel at an IFSP team meeting.
 - a. Lateral support can be added at both sides of the infant. Avoid placing padding around the infant's head to prevent airway blockage`;
 - b. Beds must be secured to the bus seat, with the seat belt passing through both slide loops;
 - c. Adjust the harness system to a snug fit as specified by the manufacturer. Harness straps should lie flat (not twisted);
 - d. Caution should be given to gastrostomy-tubes tracheotomies and shunts.
6. **Specialized Positioning Seats:**
 - a. These seats are used only when a child does not fit in a standard CSRS or has a particular condition warranting more support;
 - b. The seat may require an additional tether strap to secure the seat to a bus seat;
 - c. The safety belt must be routed through the appropriate belt path specified by the manufacturer's instructions to secure the CSRS;
 - d. If a retainer clip is used, it must be positioned at armpit level;
 - e. Caution should be given to gastrostomy-tube tracheotomies and shunts.
7. **Booster Safety Seats (Belt Positioning Boosters Only):** A booster seat should be used only if children are between 40 and 80 pounds and must be used in conjunction with a lap-shoulder belt.
 - a. **Safety Vests:**
 - i. Vest selection should be appropriate for the height, weight, and waist of the child. Proper fit must account for seasonal changes in clothing;
 - ii. The decision to use a vest should be made by an IFSP or IEP team that includes qualified personnel and the parents;
 - iii. The use of safety vests should be noted on the IFSP or IEP;
 - iv. The decision to use vests for wheelchair usage must be made by an IFSP and IEP team that includes qualified personnel and the parent and should be noted on the IFSP or IEP;
 - v. Caution should be given to gastrostomy-tubes, tracheotomies and shunts;
 - vi. Child may have a tendency to slide under the vest/safety belt or submarine and should be securely fitted with a crotch strap supplied by the manufacturer;
 - vii. If unrestrained students share the seat with a student in a child safety restraint, the student using the restraint should be placed in a window-seating position;
 - viii. The seat behind the child in a vest should be kept empty or occupied by a child who is also in a child safety restraint system;
 - ix. Portable seat mounting straps should be checked for proper fit by transportation personnel during pre-trip inspections;
 - x. Get parent/guardian signature prior to the use of safety vests.
 - b. **Wheelchairs:**
 - i. All decisions regarding the use of wheelchairs on the school bus must be made by an IFSP or IEP team that includes qualified personnel and the parent and should be noted on the IFSP or IEP;
 - ii. Appropriate positioning of a child in a wheelchair should be made by qualified personnel including IFSP or IEP committee members and should be noted on the IFSP or IEP;

- iii. The IFSP or IEP committee including qualified personnel should determine when it is appropriate to transfer a child from a wheelchair and placed on the original manufacturer's seat using age appropriate child safety or vest.

EMERGENCY EVACUATION PROCEDURES FOR INFANTS, TODDLERS AND PRESCHOOL AGE CHILDREN

Because infants, toddlers and pre-school age children must be transported in Child Safety Restraint Systems (CSRSs), a plan will need to be established with regard to emergency evacuations. Emergency evacuation procedures require that the children be individually loaded/unloaded. In the event of an emergency, there will need to be:

1. A written plan on emergency evacuation procedures for infants, toddlers and pre-school age children who are secured in Child Safety Restraint Systems (CSRSs).
2. Emergency evacuation drills are practiced on a scheduled basis, at least as often as required for other school age children. See NRS 392.375
3. Personnel involved in transporting children in CSRSs should be trained in evacuation and emergency procedures.
4. All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any assistants.
5. CSRSs should not be placed in school bus seat adjacent to emergency exits.
(NHTSA Guide for the Safe Transportation of Pre-School Age Children in School Buses)

CHAPTER 15: GLOSSARY OF TERMS, NEVADA ADMINISTRATIVE CODE, NEVADA REVISED STATUTES

GLOSSARY OF TERMS

1-2-3	1 = Applied Test, 2 = Emergency Warning Device, 3 = Pump down to check for pop out.
CDL	Commercial Drivers License
CMV	Commercial Motor Vehicle
CSRSs	Child Safety Restraint Systems
DOT	Department of Transportation
ECP	Exposure Control Plan
EHA	Education of The Handicapped Act
FERPA	Federal Educational Rights & Privacy Act
FET	F=Fuses, E=Emergency, T=Fuses
FMVSS	Federal Motor Vehicle Safety Standards
GVW	Gross Vehicle Weight
HBV	Hepatitis B Virus
HIV	Human Immunodeficiency virus
I-C-D	I = Inflation, C = Condition, D = Tread Depth
IEP	Individual Education Plan
IFSP	Individual Family Service Plan
LRE	Least Restrictive Environment
NHTSA	National Highway Traffic Safety Administration
NAC	Nevada Administrative Code
NRS	Nevada Revised Statutes
NSST	National Standards for School Transportation, 1995 Edition
OSHA	Occupational Safety & Health
PSI	Pounds Per Square Inch

NEVADA ADMINISTRATIVE CODE

NAC 392.400 - Training while bus unoccupied.

In the training course required by subsection 2 or NRS 392.380, a new driver must be given at least 10 hours of training in the operation of a school bus or other bus while it is not occupied by pupils.

NAC 392.410 - Written test for drivers.

1. The yearly written test for drivers, required by subsection 3 of NRS 392.380, must be administered by each school district:
 - a. Before the beginning of a school year; and
 - b. For any driver who is employed after that time, before he is assigned to driving.

2. Each school district shall provide assurances to the superintendent of public instruction that it has taken appropriate measures to prevent unauthorized access to the questions to be presented in the test.
3. Drivers are limited to three opportunities to achieve a passing score on the test.

NAC 392.420 - Records concerning drivers.

1. Each school district shall maintain records concerning drivers of school buses or buses used for transportation of pupils for extracurricular activities. The records must contain the following information:
 - a. For each driver:
 - i. Written confirmation that he has completed the required training courses, and
 - ii. His scores on the yearly written test.
 - b. For each such trip made by the driver:
 - i. The purpose of the trip;
 - ii. The destination;
 - iii. The date;
 - iv. The time of departure and return;
 - v. The total miles driven;
 - vi. The total time he has operated the vehicle; and
 - vii. The report of any violation of subsection 3 of NRS 392.360 and the reasons for the violation.
2. The records must be retained for at least 1 year.

NAC 392.500 – Conformity with minimal national standards required. (NRS 385.080, 392.400)

1. Except as otherwise provided in NRS 392.400 and NAC 392.595 and 392.667, a school bus manufactured:
 - a. After February 10, 1972, and before *October 22, 2000*, may be used for the transportation of pupils only if it conforms to the minimum national standards for school buses established by the Secretary of Transportation pursuant to the National Traffic and Motor Vehicle Safety Act of 1966, 49 U.S.C. §§ 30101 et seq., and any more stringent standards adopted by the state board of education that were in effect at the time the school bus was manufactured; or
 - b. On or after *October 22, 2000*, may be used for the transportation of pupils only if it conforms to the national standards for school buses set forth in 49 C.F. R Part 571 and the standards set forth in the current edition of the Nevada School Bus Standards approved by the State Board of Education pursuant to Subsection 3 of NRS 392.400.
2. This section does not prevent the Federal Government or the government of any state or political subdivision thereof from establishing a safety requirement applicable to motor vehicles or motor vehicle equipment procured for its own use if such requirement imposes a higher standard of performance than those required to comply with the otherwise applicable federal standard.

NEVADA REVISED STATUTES

NRS 392.300 Transportation of pupils may be furnished by trustees; regulations.

1. As provided in the Title, the board of trustees of any school district may furnish transportation for all resident children of school age in the school district attending a public school, including pupils assigned to special schools or programs pursuant to NRS 388.440 to 388.520, inclusive.
 - a. Who are not excused from school attendance by the provisions of this Title; and
 - b. Who reside within the school district at such a distance from the school as to make transportation necessary and desirable.
2. When the board of trustees of a school district whose population is less than 100,000 furnishes transportation for pupils attending public schools pursuant to subsection 1, the board may also provide transportation for all resident children of school age in the school district attending private schools not operated for profit, over bus routes established for pupils attending public schools. If such transportation is provided, the pupils attending such private schools must be transported, if space is available to and from the points on the established routes nearest to the schools which they attend.
3. The board of trustees of any school district may:
 - a. Establish bus routes.
 - b. Make regulations governing the conduct of pupils while being transported.
 - c. For the safety of pupils being transported, govern the conduct of drivers by making and enforcing regulations not inconsistent with regulations of the State Board of Education or with law.

NRS 392.320 Use of certain money for procuring vehicles, drivers and insurance.

1. As used in this section, “vehicles” means the school buses, station wagons, automobiles and other motor or mechanically propelled vehicles required by the school district for the transportation of pupils.
2. The board of trustees of a school district shall use transportation funds of the school district for:
 - a. The purchase, rent, hire and use of vehicles, and for necessary equipment, supplies and articles therefore;
 - b. Necessary repairs of vehicles to keep them in safe and workable condition;
 - c. The employment and compensation of capable and reliable drivers of vehicles and other employees necessary for the transportation of pupils and other authorized persons;
 - d. Insuring vehicles owned, rented, hired, used or operated by or under the direction or supervision of the board of trustees. Such insurances shall;
 - i. Be of such an amount as the board of trustees may be able to obtain and the regulations of the State Board of Education requires as sufficient to protect the board of trustees, the pupils being transported, and their parents, guardians or legal representatives from loss or damage resulting from acts covered by the insurance.
 - ii. Especially insure against loss and damage resulting from or on account of injury or death of any pupil being transported, caused by collision or any accident during the operation of such vehicle.

NRS 392.330 Transportation by common and private carrier; purchase of bus tickets for certain pupils; contracts and insurance.

1. In addition to the purposes authorized by NRS 392.320, a board of trustees may use transportation funds of the school district for:
 - a. Arranging and paying for transportation, in accordance with subsection 2, by motor vehicles or otherwise, by contract or such other arrangement as the board of trustees finds most economical, expedient and feasible and for the best interests of the school district.
 - b. Purchasing tickets at reduced rates for the transportation of pupils, including, without limitation, homeless pupils, on public buses for use by pupils enrolled in middle school, junior high school and high school to travel to and from school.
2. Transportation may be arranged and contracted for by a board of trustees with:
 - a. Any railroad company holding a certificate of public convenience and necessity issued by the public utilities commission of Nevada or any bus company or other licensed common carrier holding a certificate of public convenience and necessity issued by the transportation services authority.
 - b. The owners and operators of private automobiles or other private motor vehicles, including parents of pupils who attend school and are entitled to transportation. When required by the board of trustees, every such private automobile or other private motor vehicle regularly transporting pupils must be insured in the amount required by regulation of the state board against the loss and damage described in subsection 2 or NRS 392.320.

NRS 392.340 No admission of liability for injury or death.

Nothing in this chapter admits or assumes any tort liability to any pupil or the parent or guardian thereof for injury or death resulting from transportation furnished such pupil by the board of trustees of a school district, unless such liability is specifically assumed by law.

NRS 392.350 Payment to parents or guardian in lieu of furnishing transportation; conditions.

1. Except as otherwise provided in NRS 392.268, if the daily transportation of a pupil is not practical or economical, the board of trustees, in lieu of furnishing transportation, may pay parents or guardian of the pupil an amount of money not to exceed \$10.00 per day of attendance at school to assist the parents or guardian in defraying the cost of board, lodging and other subsistence expenses of the pupil to attend a public school in a city or town in this state or in an adjoining state. If the public school is in an adjoining county or state, costs for tuition and subsistence must be fixed by agreement between the boards of trustees of the school district in which the pupil resides and the school district in which the pupil attends schools.
2. Payment of money in lieu of furnishing transportation may be made only if;
 - a. The guardian or parents have been residents in the area for a period set by the board of trustees; and
 - b. The superintendent of public instruction determines that the arrangements comply with regulations of the state board.

NRS 392.360 Transportation of children to and from activities and programs; use and supervision

of vehicles; qualifications and restrictions for drivers.

1. A board of trustees of a school district may permit school buses or vehicles belonging to the school district to be used for the transportation of public school pupils to and from:
 - a. Interscholastic contests;
 - b. School festivals; or
 - c. Other activities properly a part of a school program.
2. In addition to the use of school buses and vehicles authorized pursuant to subsection 1, the board of trustees of a school district may permit school buses and vehicles belonging to the school district to be used for the transportation of children to and from:
 - a. Programs for the supervision of children before and after school; and
 - b. Other programs or activities that the board of trustees deems appropriate, regardless of whether such programs or activities are part of a school program.
3. The use of school buses or vehicles belonging to the school district for the purposes enumerated in subsections 1 and 2 governed by regulations made by the board of trustees, which must not conflict with regulations of the state board. School authorities must furnish proper supervision for each vehicle so used, and each school bus must be operated by a driver qualified under the provisions of NRS 392.300 to 392.410.
4. A driver shall not operate a vehicle for the purposes enumerated in subsections 1 and 2 for more than 10 hours in a 15-hour period. The time spent operating, inspecting, loading, unloading, repairing and servicing the vehicle and waiting for passengers must be included in determining the 15-hour period. After 10 hours of operating a vehicle, the driver must rest for 10 hours before he again operates a vehicle for such purposes.
5. Before January 1, 1984, the state board shall adopt regulations to carry out the provisions of subsection 4.

NRS 392.375 School bus transportation: Drills to practice evacuation; adoption and requirements of safety program; information to parents and guardians concerning school bus safety; regulations

1. At least twice each school year, a school district shall require all the pupils in the school district who ride a school bus to practice the evacuation of a school bus and to receive instruction in the responsibility of a passenger of a school bus to use the emergency exit doors on the bus during an evacuation.
2. Each school district shall adopt a safety program which includes, without limitation:
 - a. The procedure for pupils to safely enter and exit a school bus, including entering and exiting with a driver of a school bus as an escort;
 - b. Proper behavior and conduct of pupils while in areas around a school bus where a high risk of danger to pupils exists, including the area that is used to load and unload school buses;
 - c. Behavior and conduct of pupils while on a school bus that will enhance the safety of the pupils;
 - d. Evacuation of pupils from a school bus; and
 - e. The location of emergency equipment on a school bus.
3. At least annually, a school district shall require all pupils who are enrolled in preschool, kindergarten and in grades 1 to 4, inclusive, in the school district that ride a school bus to participate in the safety program created pursuant to this section.

4. If a parent or legal guardian enrolls his child in preschool, kindergarten or grades 1 to 6, inclusive, and the child will be riding a school bus for the first time, the school shall provide the parent or legal guardian, upon enrollment, with written information concerning the safety of pupils on a school bus. The information must include, without limitation:
 - a. A description of each location that is designated to load and unload a school bus which is in geographical proximity to the pupil's residence;
 - b. Rules of conduct for pupils on a school bus and at an area that is designated for pupils to enter and exit a school bus;
 - c. Instructions for the operation of a motor vehicle:
 - i. At school crossing zones and in areas that are designated to load and unload a school bus; and
 - ii. When a driver of a school bus operates a system of flashing red lights;
 - iii. A description of the area around a school bus that poses a high risk of danger to pupils to enter and exit a school bus that will enhance the safety of the pupils.
5. The board of trustees of each school district shall adopt regulations regarding practices conducted pursuant to subsection 1 and participation in safety programs required by subsection 2, including the requirement of such practices and participation in such programs at the beginning of any field trip by school bus.

NRS 392.380 Drivers: Qualifications, training course; annual test; employment of pupils

1. No person may be employed by a board of trustees of a school district as a driver of a school bus, station wagon, automobile or other motor vehicle, or mechanically or self propelled vehicle of any kind which transports pupils to and from school or any other place in connection with school activities unless:
 - a. He is of good, reputable and sober character;
 - b. He is competent and qualified by experience and disposition to operate the particular type of vehicle in a safe and dependable manner;
 - c. He is licensed under the laws of this state to operate the particular type of vehicle.
2. Each driver of a school bus or a bus used to transport pupils for extracurricular activities must complete a training course approved by the State Board of Education which includes at least 10 hours of training while operating the vehicle, and 10 hours of training in:
 - a. The responsibilities of drivers;
 - b. The requirements for drivers of school vehicles;
 - c. The laws affecting the operation of a school bus or a vehicle belonging to a school district;
 - d. Defensive driving;
 - e. Emergency procedures; and
 - f. First aid.
3. Each driver must pass a written test each year approved by the superintendent of public instruction and administered by the local school district.
4. A board of trustees may employ a pupil attending a school under the supervision of the board as a driver when he possesses the qualifications stated in subsection 1 and his guardian or parents first consent to his employment. The board of trustees may arrange or contract, in writing, with the pupil, and with his parents or guardian if he is under the age of 18 years, for his services as a driver upon

such conditions and provisions and for such compensation as the board deems most economical and for the best interests of the school district, pupils and other persons.

NRS 392.390 Unlawful employment of unlicensed driver; penalty

The employment of any unlicensed person to drive a vehicle when it is transporting pupils shall be unlawful. Any person violating the provisions of this section shall be guilty of a misdemeanor.

NRS 392.400 Condition, equipment and specifications of vehicle used for transportation of pupils; inspection; exemption; penalties.

1. All vehicles used in the transportation of pupils must be:
 - a. In good condition and state of repair;
 - b. Well equipped, and must contain sufficient room and seats so that the driver and each pupil being transported have a seat inside the vehicle. Each pupil shall remain seated when the vehicle is in motion;
 - c. Inspected semiannually by the Department of Motor Vehicles and Public Safety to ensure that the vehicles are mechanically safe and meet the minimum specifications established by the State Board of Education. The Department of Motor Vehicles and Public Safety shall make written recommendations to the superintendent of schools of the school district wherein any such vehicle is operating for the correction of any defects discovered thereby.
2. If the superintendent of schools fails or refuses to take appropriate action to have the defects corrected within 10 days after receiving notice of them from the Department of Motor Vehicles and Public Safety, he is guilty of a misdemeanor, and upon conviction thereof may be removed from office.
3. Except as otherwise provided in subsection 4, all vehicles used for transporting pupils must meet the specifications established by regulation of the State Board of Education.
4. Any bus which is purchased and used by a school district to transport pupils to and from extracurricular activities is exempt from the specifications adopted by the State Board of Education if the bus meets the federal safety standards for motor vehicles which were applicable at the time the bus was manufactured and delivered for introduction in interstate commerce.
5. Any person violating any of the requirements of this section is guilty of a misdemeanor.

NRS 392.410 Equipment and identification of school bus; use of system of flashing red lights; inspection; penalties.

1. Except as otherwise provided in this subsection, every school bus operated for the transportation of pupils to or from school bus must be equipped with:
 - a. A system of flashing red lights of a type approved by the state board, and installed at the expense of the school district or operator. Except as otherwise provided in subsection 2, the driver shall operate this signal:
 - i. When the bus is stopped to unload pupils;
 - ii. When the bus is stopped to load pupils;

- iii. In times of emergency or accident, when appropriate.
 - b. A mechanical device, attached to the front of the bus which, when extended, causes persons to walk around the device. The device must be approved by the state board and installed at the expense of the school district or operator. The driver shall operate the device when the bus is stopped to load or unload pupils. The installation of such a mechanical device is not required for a school bus that is used solely to transport pupils with special needs who are individually loaded and unloaded in a manner that does not require them to walk in front of the bus. The provisions of this paragraph do not prohibit a school district from upgrading or replacing such mechanical device with a more efficient and effective device that is approved by the state board.
2. A driver may stop to load and unload pupils in a designated area without operating the system of flashing red lights required by subsection 1 if the designated area:
 - a. Has been designated by a school district and approved by the department;
 - b. Is of sufficient depth and length to provide space for the bus to park at least 8 feet off the traveled portion of the roadway;
 - c. Is not within an intersection of roadways;
 - d. Contains ample space between the exit door of the bus and the parking area to allow safe exit from the bus;
 - e. Is located so as to allow the bus to reenter the traffic from its parked position without creating a traffic hazard; and
 - f. Is located so as to allow pupils to enter and exit the bus without crossing the roadway.
 3. In addition to the equipment required by subsection 1, and except as otherwise provided in subsection 4 of NRS 392.400, each school bus must be equipped and identified as required by regulations of the state board.
 4. The agents and employees of the Department of Motor Vehicles and Public Safety shall inspect school buses to determine whether the provisions of this section concerning equipment and identification of the school buses have been complied with, and shall report any violations discovered to the superintendent of schools of the school district wherein the vehicles are operating.
 5. If the superintendent of schools fails or refuses to take appropriate action to correct any such violations within 10 days after receiving notice of it from the Department of Motor Vehicles and Public Safety, he is guilty of a misdemeanor, and upon conviction must be removed from office.
 6. Any person who violates any of the provisions of this section is guilty of a misdemeanor.

NRS 484.223 Duty to give information and render aid

1. The driver of any vehicle involved in an accident resulting in injury to or death of any person or damage to any vehicle or other property which is driven or attended by any person shall:
 - a. Give his name, address and the registration number of the vehicle he is driving, and shall upon request and if available exhibit his license to operate a motor vehicle to any person injured in such accident or to the driver or occupant of, or person attending any vehicle or other property damaged in such accident;
 - b. Give such information and upon request manually surrender such license to any police officer at the scene of the accident or who is investigating the accident; and
 - c. Render to any person injured in such accident reasonable assistance, including the carrying, or the making of arrangements for the carrying, of such person to a physician, surgeon or hospital

- for medical or surgical treatment if it is apparent that such treatment is necessary, or if such carrying is requested by the injured person.
- d. If no police officer is present, the driver of any vehicle involved in such accident after fulfilling all other requirements of subsection 1 and NRS 484.219, insofar as possible on his part to be performed, shall forthwith report such accident to the nearest office of a police authority or of the Nevada Highway Patrol and submit thereto the information specified in subsection 1.